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ABSTRACT

Cost-effectiveness of the American Indian Administrator Training Program (begun in 1970 and funded via the Bureau of Indian Affairs since 1971) was evaluated at three universities. Data were derived from program participant questionnaires; onsite visits; personal interviews (students, directors, professors, and administrators); program records; and community opinionnaires. Of the total 159 past and present participants, 105 or 66 percent responded to survey questions designed to elicit responses relative to the: program's relationship to grassroots determination of educational priorities and noneducation programs; need for such programs as compared to the availability of other programs; cost-effectiveness factors; professional advancements, salaries, and contributions of program graduates; types of institutional support found at the campuses. Findings indicated: 88 students had completed the Master's Degree, 7 the Educational Doctor's Degree, and 1 the Ph.D.; significant increases in salaries and responsibilities; significant concern among professors, administrators, and students about program funding and direction; greatest program successes were at Harvard (70.2 percent completion) and Penn State (64.1 percent completion). Recommendations emphasized program continuance, improved funding procedures, and the need for a program director. (JC)

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FOREWORD

Just as the high school diploma is no longer sufficient to enter many vocations so the baccalaureate degree is no longer adequate in certain professions, such as education. In an effort to provide for advance training for Indians in education leadership, the Bureau has entered into agreements with three universities known for their excellence in course offerings in the profession. The graduates from the program over the years have made an important beginning toward a cadre of trained education professionals available to Indian communities and to programs serving Indian people. This effort represents a positive step toward Indian self-determination in the field of education; particularly in the role of management of school programs.

Leroy Falling

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PREFACE

The original concept, under which the American Indian Administrator Training Program emerged, was given the impetus by a pressing need to prepare selected Indian persons with high potential leadership abilities and provide them specialized training in management, administrative and change agent skills which would be utilized in the educational system that directly affected Indian people. The overriding thrust of these programs at the three institutions was to increase the participants' knowledge of educational theory, management and administrative techniques, and implementing change. The total evaluation activity of these programs by the Division of Evaluation, Research, and Development of Albuquerque, never lost sight of that objective at each institution. The evaluation objective was to measure those accomplishments from the standout of programmatic process to accomplish those objectives and from the viewpoint of the student participants, who are the product of those processes. The data in this report reflects those measurable objectives as contributed by the participants, University officials, and Indian communities.

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At the outset, Dr. Thomas Hopkins, Mr. Leroy Falling and Dr. Robert Hall assisted in drawing up the parameters of the total activity that led to the more specific objectives. Consultation with Dr. William J. Benham, Administrator of IERC and Dr. Clennon E. Sockey, Director of Education, BIA, also proved helpful.

The student participants proved that they wanted this evaluation conducted by an almost 70% response from the total 159 who have participated since the inception of the program in 1970. The site visits to the institution assured us that the students were prepared to assist in every way possible. They met with us in groups and by personal appointments. Full cooperation was extended to the evaluators by all the program participants and Directors. Without the assistance and cooperation of the following persons at each institution, our study would not have been as pleasant and enjoyable as it turned out to be. Dr. Paul Ylvisaker, Blinda Wilson, and Emma Sam at Harvard; Dr. Charles Sederberg at University of Minnesota; and Dr. Gerald Gipp and Dr. John W. Tippeconnic at Penn State; Ms. Pat Wagner, Office of Education, Washington, D. C.

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INTRODUCTION

The purpose of the evaluation was to determine the success and cost-effectiveness of the training programs to prepare Indian Administrators for Indian schools and or schools with substantial number of Indian children enrolled and other administrative positions at the Harvard University, University of Minnesota, and Pennsylvania State University. The programs have been in operation since the summer of 1970 and have had several combinations of funding sources since their inception. The programs were first funded by the Office of Economic Opportunity, Indian Desk Division. Indian Desk at that time was under the direction of Dr. James J. Wilson III. It appears from the data collected in the survey that Dr. Wilson was the key figure in getting the educational leadership training programs at all three institutions funded and underway. His concept often called the "conspiracy" was to get qualified Indians trained as administrators with recognized credentials under which they could assume leadership positions in Indian education.

The extent of the realization of this concept and the success of these programs becomes apparent upon viewing the various positions assumed by the graduates of the three programs. Information acquired from the participant questionnaire does indeed reveal that these graduates are in influential and significant leadership positions in Indian Education. Their positions range from Educational Program Administrators, to College Faculty, State Indian Education Director to Deputy Commissioner of Education.

These three programs are in their fifth year of operation, and to date, an evaluation of their success had not been conducted. Each of the host institutions have individually evaluated their programs on a yearly basis, but no over-all assessment of the programs had been conducted. Since there appeared to be many needs in Indian higher education, the Bureau of Indian Affairs felt it imperative that an evaluation be conducted of these programs.

The Bureau of Indian Affairs first became involved in funding these programs in 1971. The total cost of these programs to the BIA for the year 1971-1975 is $1,0007,041.00. The continued involvement of the BIA as a funding agency necessitated an extensive look into the success of the leadership training programs. Major decision areas to be included in the evaluation consisted of the following considerations determined by the higher echelon of the BIA Educational Division:

Decision Areas

What relationship does the program have to grassroots determination of priorities in education, and in non-Education programs?

What is the need for such programs as compared to the availability of other programs?

What is the cost-effectiveness factor of the program?

What is happening to the students who complete the training? Are they gaining advancement professionally? Are they getting higher salaried jobs?

What kind of professional contribution are they making?

What is the general situation regarding the need for such programs as Indian educators?

What types of institutional support does one find at the respective campuses?

In light of these concerns and needs for data to determine continued Bureau involvement, an evaluation of all three programs was conducted.

The evaluation team found the program administrators, faculty and other personnel very cooperative and helpful. Their participation in the evaluation was very beneficial in acquiring data for the evaluation. Hopefully, the results of the study will prove germane to their needs.

Summary

The evaluation of the American Indian Administrator Training Program at the Universities of Harvard, Penn State, and Minnesota recently completed by the Division of Evaluation, Research, and Development of Albuquerque, New Mexico included questionnaires to approximately 90% of all past and current participants. It also included on-site visits to the institutions, personal interviews with students, directors, professors, administrators and review of program records at the institutions and in Washington offices. A community opinionnaire was also a part of the study. Of the total 159 participants, 105 or 66% responded to the survey.

Current records from all three institutions show that a total of 159 students have participated in the Indian Administrator Training Program at the Universities of Harvard, Penn State, and Minnesota. The assessment of these programs during February and March 1975 also reveal that of the 159 who have participated, 88 have completed the requirements for Masters Degree and 7 have met the requirements for Educational Doctor's Degree and 1 has received his Ph.D. for a total of 96 completion for degree requirements for an overall of 60% completion for all 3 institutions combined. Of the 3 institutions, Harvard shows, by percentage, the most successful (70.2%) and Penn State follows with (64.1%) the second most successful program in turning out trained administrators with degrees. The study found that a majority of the students in all three institutions completed the requirements for Masters Degree the first year they were on campus plus a summer session and that a great number of them were motivated to pursue a higher degree after meeting the requirements and receiving a degree.

A majority of the 105 participants responding had received their Bachelors Degree between the years 1960 and 1969 and brought with them to the program an average of 5 to 8 years of work experience in the field of education that ranged from elementary teaching, college instructor to superintendency.

A correlation of the participants' salary earnings before and after the training reveals a significant increase from lower salary earnings to that of an increased salary bracket. As an example, of the 105 participants responding, only 6 were in the $20,000.00 and above salary range and the survey shows that after the training was taken, there are now 34 persons in the $20,000.00 and above salary earnings. If one can equate higher salary earnings with that of more responsibility and authority with a job, then it can be assumed that those persons who entered higher salaried jobs are now in jobs with greater decision-making authority. Overall findings indicate that the increased earnings factor is much more significant in the less than $20,000.00 salary brackets. Related to the above, 105 persons of the 159 responding said they now occupy positions that require decision-making and involve greater responsibilities.

Students were asked, to what degree the program had met their expectations. Half of the 105 who responded said the program had definitely met their expectations and the other half said it had met their expectations generally to minimally. A majority of them said the program had allowed them a high degree of personal involvement in Indian Affairs while in the program. A very large percentage (majority) rated the training they received from good to excellent. Professors and university administrators viewed the students to be bright, capable and possessing strong commitments to pursue the skills they came to get and rated the students' abilities on an equal basis with the regular graduate students in the universities.

A common finding emerged from the study in the student interviews with those who responded to the questionnaire as well as with the interviews with administrators and professors. That common concern was the funding procedure the program has had to face from year to year. All agreed that the uncertainty over whether the program would receive continued funding or not seriously hampered the overall operation of the program every year. Students at Harvard felt the funding situation appeared to be their major concern but they were also concerned with not having a program director to give directions and solidarity to the program. The University of Minnesota was also concerned with the funding aspect but were quite disturbed over the number of students who had left campus without completions, just as was the situation at Penn State. As of this writing (March 1975), Minnesota has 27 students who are at some stage of their studies and need to return to the campus or re-generate their efforts and complete the requirements. Penn State has 20 students who have left campus with incompletes pending. Seventeen of those 20 are registered for doctor's degrees while the remaining 3 are pursuing masters degree. There was general agreement that it would be leadership loss to Indian people, as well as dollars wasted, if BIA did not encourage and support those who are in progress toward their degrees and see them through it and continue to support a successful program.

Operating Costs

In summary, the budget records for 1970 programs were either unavailable or contained insufficient information to include as a part of Table I, which shows a 4-year financial record. A total fiscal audit of the operating cost of all three institutions was not a part of the evaluation.

The 4-year record shows that Harvard expended the greatest amount of dollars in student tuition costs, while Minnesota shows the least in the same category.* In the Student Stipend costs, again Harvard shows

*Financial records were reviewed at the three institutions and at the OE Office in Washington, D. C. The records review in this evaluation should not be considered a fiscal audit. A Certified Public Accountant was not a member of the team nor did the evaluation team attempt to review the total financial accounting procedures and records for each institution.

more money spent ($182,375.00) and Penn State shows the least spent in stipend for the four years, ($75,447.85). Dependent Stipend shows Minnesota spending ($96,522.21) greater than the other two institutions in the four-year span. The Administrative Costs category shows Minnesota surpassing the other two institutions. Harvard appears the least expensive in this category but this can be accounted for by the fact that the Harvard program has been without a full-time director the last two years. The Total Operation Costs shows all programs for 4-year expenditures going over $400,000.00 and Harvard going well over $550,000.00.

Recommendations

1. The Educational Administrator Training Program for Native Americans at the Universities of Harvard, Minnesota, and Penn State have proven that they can train Native Americans for administrative type jobs. They have proven it with a completion percentage at 60% of the total 159 Indian participants since the inception of the program in 1970. For programs that are meeting their objectives and meeting the needs of Indian people by the production of well-trained education administrators, they should be allowed to continue to meet those needs until such time as those needs have diminished.

2. Grant awards have been made on yearly basis with no one being certain when the grants would be awarded. This method has hampered the program in all aspects, particularly the program stability, and recruitment of high potential students. It appears that it would be best to fund the programs on a "three year cycle", thus, eliminating many of the problems caused by late funding.

3. If the funding plan is to continue to be a yearly grant program, then it would be advantageous for both the funding agencies and the institutions for the awards to be pre-determined and the school of education be notified far in advance to allow for adequate planning and recruitment.

4. A method of establishing a certification of blood quantum for entrance into the program is needed. Issues have developed and ill feelings prevailed over the matter of some students' assumptions that there were many in the program who could not prove Indian blood degree. The institutions seemed less concerned about this matter but it seems the funding agencies need to include in the contractual agreement a definite requirement of a blood certification in the form of a Census Number, a Roll Number or some other bonifide official document of proof.

5. It would certainly be an advantage for the Bureau of Indian Affairs to appoint a central figure specifically assigned on a continuous basis to be a liaison between all three institutions, BIA and the Washington offices. This person would also have the responsibility of monitering their programs, evaluation, and developing progress

reports. A program requiring the cost of $265,000 of the BIA Higher Education, annually, certainly should require an accountability factor built into the program.

6. The nature of the Administrator Program at these Universities should be, in some form, clarified to prospective applicants. Several arrived or accepted the opportunity under the assumption that Indian oriented education courses would be a part of the program.

7. The program should include an annual inter-program-visitation of the three programs. Students expressed interest in exchanging ideas and sharing thoughts with other Native American students in similar programs.

8. Strong considerations should be given to allowing additional time to the doctoral students to complete their requirements. Several students have started their program and had to leave campus for various reasons. These students now find it difficult to continue an on-going dialogue with their Graduate Committees on campus. Professors and Directors feel it would be loss of talent and dollars if they were not allowed to complete the entire graduate requirements.

9. A great number of the participants felt the program restricted them to one major field and felt they should have some flexibility to pursue degrees in other fields. All three institutions' students voiced their desire to see the program allow a more open choice for the Indian graduate student.

10. The rise in cost of living appeared to be placing economic strain on most of the students with dependents at all three institutions. Some degree of increase in the stipend allowance for all the students is apparently needed.

11. Majority of the students felt the selection process at the local tribal community should be intensified. University officials felt that some of the tribally recommended applicants turn out to be high risk students who are unable to cope with the rigor of a graduate program. There appears to be a need for closer cooperation in the selection and screening of applicants. It was noticed that the program at Minnesota had representatives primarily from the local state. Evaluators felt the University should attempt a more widely representative selection.

12. Future funding for these programs should include money for a program director at Harvard. Students felt very sincere for a need of a Director. They felt the entire program could operate much more effectively if they had someone to provide direction and stability to the program.

METHODOLOGY AND PROCEDURES

METHODOLOGY AND PROCEDURES

The evaluation of the educational leadership training programs at all three of the host institutions was based on two basic premises: (1) Acquiring information determined necessary, (2) Determining program effectives of each institution accordirg to their program objectives.

In light of the tasks and the amount of time to conduct the evaluation the design for the study of these programs was established. The over-all study design was based upon the Project Approach Technique. This technique was utilized primarily because of the efforts required of a small number of people and the operation of the projection being dependent upon the mission and the availability of the resources.

In order to evaluate the programs, an examination of major outcomes was the basis for the over-all design. Three different data sets were utilized to obtain the evaluation information. The evaluation instruments included in the appendice of this report consisted of the following: Program Participant Questionnaire, Community Opinion Survey, and Budget Review. In addition, on-site visits were conducted at each institution. Interviews were held with the students as a group, with individual students, with program administrators, and with financial officers.

Survey Instruments

The Program Participant Questionnaire (see Appendices) was designed to illicit information covering several areas. In general, these areas consisted of data from the following levels?

(1) Academic completion

(2) Present participant service to Native Americans

(3) Whether the service is defined useful by the recipients

(4) Participant evaluation of training received

(5) Need for Program

(6) Recruitment Method

(7) Selection Process

(8) Salary benefits

(9) Level of Responsibility

(10) Leadership Positions

(11) Curriculum

(12) Outcomes - degrees/certification, special features

(13) Personal Data on Graduates

The questionnaire comprised of questions pertaining to the above areas was mailed out to current and past participants of the three educational administrative program. Time frame for the study is included on page of this report. Because of the difficulty in locating some of the participants, responses were not as prompt as anticipated. Many of the students in the Minnesota program had changed jobs and had to be located. As a result of the slow return of initial mail-outs, follow-up letters were sent out to participants. The percentage of returns was acceptable to base decisions relative to pre-determined criteria of success. Delination of sample survey utilized is included in this section of the report.

On-Site Visits

Each of the three host institutions were visited. Meetings were held with administrators, students, and financial affairs personnel. Interviews were conducted with individual students, when feasible, at each institution. Administrative interviews were also conducted with Directors, faculty members and other individuals involved with the programs to some extent. The interview instruments are included in the appendices of the report.

Students interviews were conducted in order to expand and supplement information obtained from the questionnaire mailed out to graduates and current participants. The interviews were conducted on an informal basis in order to permit maximum student input. Their comments and recommendations are included in Section _____ of this report.

Interviews with administrative personnel were conducted at each institution. The interviews were conducted in an informal basis, however. the general format for the interviews is included in the appendices of this report. Discussion centered around the following general areas:

(1) What is the organizational structure?

(2) What is the institutional support?

(3) Admission criteria

(4) Selection process

(5) Per pupil cost

(6) Administrative costs

(7) Data on Graduates

(8) Specific problems

(9) Special program features

(10) Certification of Indian blood

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Community Survey

The community survey was conducted to ascertain Indian Community opinions of the program and to determine if they felt the programs should be a priority. Basic questions were designed to include the following items:

(1) Extent of tribal awareness of the 3 programs.

(2) Are the programs meeting tribal educational needs?

(3) Are there other more suitable available programs?

(4) Do they think funding should be continued?

(5) Do they have other priorities?

(6) Impact of programs

The questionnaire was sent to Indian Tribal leaders, Indian education committees, Indian organizations, and various other Indian interest groups throughout the nation. The sample utilized for the community survey included over _____ number of groups and individuals.

The community opinionnaire is included in the appendices of this report.

Budget Review

Financial records were reviewed on-site and discussed with program directors, administrators and financial aid officers. Records in the office of OE, Washington, D. C., were also reviewed. The records in Washington reflected financial accounting for all three programs but were found to be unorganized and much of the material provided insufficient information for one or two of the programs for certain periods of time. Records were consulted in Mr. Leroy Falling's office at the Indian Education Resources Center, (BIA), Office of Higher Education, in Albuquerque, New Mexico.

RESULTS OF THE STUDY

HARVARD UNIVERSITY
UNIVERSITY OF MINNESOTA
PENNSYLVANIA STATE UNIVERSITY

HARVARD UNIVERSITY

INDIAN EDUCATIONAL ADMINISTRATIVE
TRAINING PROGRAM

PROGRAM OBJECTIVES
Harvard University

GOAL:	*To prepare American Indians for Administrative Position in Higher Education.* *To expose persons who seek careers in higher education to current thinking about the role of higher education in American society and to offer a wide range of courses on administrative and managerial techniques.*
STATED NEED FOR PROGRAM:	*Existence of increasing number of alternative and community controlled schools.* *Existence of Indian Studies Programs at dozens of colleges and universities.* *Establishment of Indian-oriented institution.*
STUDENT PROGRAMS:	*Two years of academic experience and one year of internship for doctoral students.* *One year of academic experience for master's students.*
PROGRAM EMPHASIS:	*Masters Program because of the numerous openings for administrators with Masters-level training, particularly in Indian studies programs and community colleges.*

Program Description

The Harvard Graduate School of Education functions as a virtually autonomous organization within the overall structure of the educational institution of Harvard. This fact is important because it does have some bearing on the nature of the program defined as the American Indian Program at the Graduate School. The Harvard Graduate School of Education conscientiously emphasizes a policy of individualization and flexibility in regard to academic interests of students. The prevailing attitude is one of non-interference with individual freedom with Harvard functioning as the institution providing vast opportunities for students to utilize to their fullest advantage. The American Indian Program is no exception to this operational framework.

The American Indian Program is visualized as a self-governing organization within the School of Education. The administrative attitude toward the program is one of assisting the students in proposal development and general advocacy for the Program. The administration perceives its role as issuing a minimum amount of governmental mandates as practical. While it can be said that their policy is a laissez-faire one, it is not the intent to say they are not amenable to student identified needs. Administrative response to student requests is largely determined by: how effectively the position is stated; how often it is reiterated; and by how persistent the students are and for how long.

The administration is also in the position of meeting needs and demands of other minorities. The administrative position is one of maintaining equilibrium between the various diverse groups and within the financial framework of the institution.

The American Indian Program at the Harvard Graduate School of Education as it presently exists is basically a "fellowship" type program. Admission into the American Indian Program is via the Graduate School's Admissions Committee.

The University Admissions Office screens the Indian students under the same conditions as other students are screened when entering Harvard. Each department has an established screening or a selection committee that makes its selection then the final selection is left to a sub-committee that can either accept or reject the department committee's recommendations.

The admission policy for the American Indian Program appeared to be much in question by the student participants. Many of them (majority) believed the admission policy needed clarification. There doesn't appear to be a definite blood quantum requirement to be accepted to the program. Students reported they knew of individuals who could not provide proof of their blood quantum eligibility to enter the program, if this were a requirement. University officials were unable to provide any specific criteria set down by the funding agencies as to who and why anyone would be eligible to enter the program. It was found that a Canadian Indian had been accepted to the program as a participant. During the interview, this student said many of the

Indians from the area where she represents, quite often cross over to the United States and return to Canada throughout the year.

The eligibility issue appeared to be a major concern of the students. Many apparently felt there were ineligible students in the program, in as far as being qualified as an Indian. This issue appeared to have created suspicion among the students as to who they thought was eligible and those who they felt should not be eligible. Several students were directly from Indian communities and/or reservations while some were from urban settings. The University officials were not well informed regarding the eligibility criteria relative to Indianness.

This issue appeared in need of resolving by the funding agencies as to what is and should be a valid criteria to be considered eligible to receive assistance in the program.

There are no training or courses designed specifically for the Indian students. Students with advisor assistance, make their own course selection based upon their particular program needs. The program does not have a Director. The only staff supported by the program grant is a Secretary. Administration of the program is handled by the Administrative Assistant to the Dean of the Graduate School of Education and the Financial Aid Officer.

The Dean of the College of Education expressed his thought regarding a director of the Indian Program at Harvard. He felt the funds should go directly to the Indian students and a director would only serve to

extend the bureaucracy of the institution. It was thought a director would limit student input. As it now exists, the students express themselves through an Executive Council which is organized through an election process by the Indian students. This concept had the concurrence of Ms. Belinda Wilson, the Assistant Dean who seemed to have a closer working relationship with each individual student in the program.

The majority of the students interviewed believed that a director was a necessity to give the program some directions and to serve as a coherent agent for the participants. Students felt that if the program was to continue, a director was vitally needed to plan and recruit for the following year. Correspondence and communication needed to be attended to by a centralized figure. Most important of all, the students felt they needed a representative voice from the program to the University administration in times when they, as a group, need to express their views on problems arising that the University could alleviate with action from the administration. It was apparent the students believed they did not have the time to keep abreast of all problems developing and keep up a continued dialogue with the university.

The American Indian Program functions primarily as a social organization for the Indian students at Harvard. The Indian students have a building (Read House) which serves many purposes. It functions as: program headquarters; meeting place; and study area. A total of five rooms and several typewriters are available to the students at all times.

HARVARD
PROGRAM PARTICIPANT QUESTIONNAIRE RESPONSES

Biographical Information

Breakdown of participants responding to survey instrument by sex and age:

Sex

	Total Number		20-30	31-40	41-50	50-Over
Male:	25	62.5%	11	12	2	0
Female:	15	37.5%	5	8	0	2
TOTAL:	40	100%	16	20	2	2

Total number of responses to the survey instrument designed to evaluate the American Indian Program at Harvard Graduate School of Education was 40. This represents 85 percent of the total number of Native Americans participating in the American Indian Program. Sixty-three percent of those responding were male, thirty-seven percent were female.

Fifty percent of the participants responding to the questionnaire were in the 31-40 age group.

Forty percent of the respondees were in the 20-30 age group. Ten percent of the participants in the American Indian Program responding to the questionnaire were in the 41 or above bracket.

TRIBAL AFFILIATION OF STUDENTS
PARTICIPATING IN SURVEY OF HARVARD AMERICAN INDIAN PROGRAM

Athabascan	*Navajo - Hopi*
Blackfeet	*Oto - Creek*
Chippewa - Cherokee	*Pauite*
Chippewa - Cayuga	*Ponca*
Crow	*Pueblo*
Crow - Hidatsa	*Sac & Fox - Chippewa*
Eskimo	*Seminole*
Flathead	*Seneca*
Hopi	*Sioux*
Kiowa	*Thlingit*
Mic-Mac	*Tillamook*
Mohawk	*Tonkawa*
Navajo	*Tsimpshian - Thlingit*

BLOOD QUANTUM OF RESPONDANTS

Responses for all years indicate that 100% of all participates responding were of 1/4 or more degree of Indian blood. Approximately 37.5 or 38% of the participates responding claimed to be full-blood (4/4).

GEOGRAPHICAL DISTRIBUTION OF PROGRAM PARTICIPANTS BY STATE

Alaska
Arizona
California
Maine
Massachusetts
Minnesota
Michigan
Montana
Nevada
New Mexico
New York
Oklahoma
Oregon
South Dakota
Wisconsin

Out of the 40 students responding to the questionnaire, twenty three stated they were from various reservations throughout the nation. Seventeen of the students responding indicated they were from urban areas.

DISTRIBUTION OF RESPONSES BY YEAR ENTERING AND COMPLETING PROGRAM

Harvard

Year Entered Program		Year Completed	
1970	9	1971	6
1971	5	1972	3
1972	9	1973	10
1973	5	1974	4
1974	14		

Total number of participants responding to program participant questionnaire was 40.

A comparison of responses on these items indicate that 100% successful complete the particular program they embark on. For example, 1970, of the seven participants responses, six entered at the Masters Level, one at the doctoral level. All six received their Ed.M. degrees in 1971. The doctoral candidate received his Ed.D. in 1973.

Degree Received		Years Received Support from AIP	
Masters	24	1 year	27
CAS	4	2 years	5
Ed.D.	1	3 years	1
Ph.D.		4 years	2
Other		None	4

The above data based on the number of responses indicate that 68 percent of the individual entering the program at the Masters Level receive program support for one year.

0031

Ten percent of the individuals responding to the questionnaire and participating in the program did not receive financial support from the American Indian Program.

Those students receiving support for more than one year are enrolled in programs requiring more than one year to complete, i.e. Certificate of Advanced Studies and Ed.D.

Thirty-one of the respondees indicated they entered the program at the Masters Level. Seven entered the program at the Doctoral Level and two entered at the Certificate of Advanced Studies Level.

BREAKDOWN OF ADVANCED DEGREE PROGRAMS
AND DEGREES RECEIVED
1970-75

	1970-71	1971-72	1972-73	1973-74	1974-75
Total Number of Individuals Served by American Indian Program by Year	11	13	15	11	15
Total Number of Native Americans Served Through the Education Administration Program					47
Total Number of Degrees Awarded	Ed.M. 32	C.A.S.	Ed.D. 1		
Number of Individuals Currently Seeking Advanced Degrees	11	3	9		
Number of Individuals Continuing After Receiving One Advanced Degree	9	2	7		
Number of Individuals On Campus (74-75)	11	1	3		
Number of Individuals Off Campus (Field Study, 74-75)			6		

0033

When asked if they received financial support from any other source other than the American Indian Program, sixty-eight percent of the individuals responding stated that they did receive outside support. The source of their support is itemized below:

Source	Number of Students
Loans	5
Grant	3
Scholarship	3
Fellowship	6
Employment	5
BIA (DI 510)	5
Other	4

Seven of the participants working on degrees beyond the Masters Level stated they still received support from the Education Administration Program. Nine individuals stated they were pursuing additional advanced degrees, but were not receiving financial support from the American Indian Program. Two of the respondees indicated they were receiving tuition only.

Those receiving no financial support from the original Education Administration Program indicated their support was coming from the following sources: American Indian Scholarship, Stanford Research Fellowship, Ford Fellowship, American Indian Law Center, and personal sources.

Of the forty individuals responding to the item asking at what level they had been able to maintain personal involvement in Indian Affairs,

breakdown in percentage is according: twelve percent responded their involvement was at a low level; fifty percent indicated their involvement was at a moderate level; and thirty-eight percent stated their extent involvement was at a high level.

In response to the item asking about the adequacy of the education administration training they had received, we found the following breakdown: Fifty-five (38%) said their training had been excellent; fifty-five (55) percent said their training had been good; seven (7%) indicated their training had been either inadequate or fair.

When asked if they felt they were well prepared to assume leadership positions in some capacity; eighty-three (83) percent responded that they felt they were well prepared to function in any of the following categories: in their own tribe, in any tribe, or within a non-Indian society.

Item 12 on the questionnaire asked if the participant felt the program should be: continued as is; continued with some improvements; continued at another institution; or discontinued. Breakdown of responses on this item are: eight-two percent responded the program be continued with some improvements; twelve percent felt the program should be continued as is; and six percent indicated they felt the program should be continued at another institution.

Most frequent comments offered by students for program improvement are: (1) More federal and BIA definitions of "Indian" for student accepted into program; (2) Improved method of selection for acceptance

criteria. Criteria established should be more tribally oriented with a minimum of two years employment experience in Indian education; applicants should have tribal support; (3) The program needs a Director. (4) Greater emphasis on recruitment efforts to increase number of program participants; (5) Applicable BIA employees only guarantee of a promotion and/or more time to complete additional degrees, i.e. Ph.d. and Ed.d. felt the program should be discontinued.

The following categories represent the various occupations the participants were in prior to going to Harvard.

Type	Number
a) Classroom Teacher	12
b) Education Specialist	4
c) Principal	4
d) Program Administrator	9
e) Project Director	9
f) School Superintendent	1
g) Student	6
h) Unemployed	1
i) Other	11

Several of the participants were engaged in more than one activity. Examples of types of positions previously held by respondees in the "other" bracket are: Program Specialist, Community Education Program Development Research Associate at Education Laboratory, University Counselor, Director of Experimental School, etc.

The most frequently checked categories on item 14 of the questionnaire in regard to job preference were: (1) work for my tribe in some capacity; (2) become a school administrator, and teach in a college.

Received BA or BS Degree in:

3	Before 1960	4	1970
7	1961-65	5	1971
2	1966-67	1	1972
7	1968-69	5	1973
		7	No Degree

Responses on the number of years the participants had worked professionally in the field of education were: (1) 38% indicated they had worked professionally 1-3 years in the field of education, and (2) Thirty-three (33) percent responded they had worked from 4-7 years in education.

ANNUAL SALARY BEFORE TRAINING			ANNUAL SALARY EXPECTED/OR EARNED AFTER TRAINING		
	Amount	No.		Amount	No.
a)	Over $20,000	2	a)	Over $20,000	11
b)	$17,000-$19,000	2	b)	$17,000-$19,000	10
c)	$14,000-$16,000	10	c)	$14,000-$16,000	10
d)	$11,000-$13,000	14	d)	$11,000-$13,000	7
e)	Less than $10,000	10	e)	Less than $10,000	0
f)	Unemployed	2	f)	Remain Unemployed	1
			g)	No Response	1

In comparing the responses on these questions (see Appendix _____ items, 17, 18) it can be seen that _____% of the participants increased their annual salary after attending the Program at Harvard University. In reviewing individual questionnaires responses indicate that the majority of individuals increased their salary number $2,000 and as much as $16,000. In comparing item 20 in the questionnaire which lists the type of position currently held by program participants one can see that the nine individuals reflected in the $20,000 or more bracket currently occupy the salary indicated rather than aspiring to that particular salary range.

Of the 40 participants responding to the questionnaire, 20 stated they had completed the program and are presently employed at a higher salaried position than they were before the program. Fifteen are currently pursuing their advanced degrees. Five individuals did not respond on this item.

In listing their present position and whether or not this position carried greater responsibility and decision-making authority than their previous position before the training program the following responses were given (Item 20 on questionnaire):

Responsibilities and Decision-Making Authority	
About	2
Increased	23
Decreased	1
No Response (Current Students)	14

According to the above responses, _____ percent of those completing the questionnaire indicated their level of responsibility and decision-making authority had increased.

TYPES OF POSITIONS PRESENTLY HELD BY GRADUATES
(Item 20 on Questionnaire)

Assistant Director of Alaska Native Education

Assistant Professor/Director Intercultural Studies

Deputy Commissioner, Office of Education

Special Assistant to Indian Health Service for Executive Development

Administrative Officer, Indian Health Service

Associate Director, American Indian Higher Education Consortium

Inter-tribal Executive Director

Administrative Assistant - Superintendent of Schools

Tribal Education Planner

Vice President, Native American Community College

Associate Professor/University Teacher Training Project Director

Program Director

Research Assistant

Research Associate

Assistant Director, Institute American Indian Arts

Development Director, Minority Fellowship Foundation

Director, Title I

Curriculum Development Specialists

Education Specialist

Independent Educational Consultant Instructor

Independent Educational Consultant Instructor

Law Student

Graduate Student at Other Institution

Participants were asked if the majority of Indian Tribes were supportive of the Administrator Training Program (Item 21, Appendix _____), their majority breakdown on response to that item is:

43%	*Agree*
25%	*Strongly Agree*
15%	*Undecided*

Other categories included on this item were Disagree and Strongly Disagree.

Student responses most frequently listed indicating how they became involved in the program are: Project Recruitment efforts; a friend; and recommended by Tribal leader, Indian organization, etc.

RESPONSES ON ITEM #23
WHAT DID YOU EXPECT TO GAIN FROM THE LEADERSHIP TRAINING?

1. *Greater knowledge in administration, more credibility as a professional educator.*

2. *Administration theory and practice; Analysis of issues and decision-making; Observe Harvard University faculty as administrators, policy makers, and as people.*

3. *Greater base of knowledge and skills with which I could better assist and further the cause of self determination.*

4. *A graduate degree*

5. *On graduation, employment with BIA through it's (then) Internship Program.*

6. *Reality translation mechanisms and academic tools.*

7. *Credentials and academic background.*

8. *Increased responsibility - Higher level involvement.*

9. *New educational experiences, further intellectual growth, new analytical skills.*

10. *Skills that would enable me to compete with any professional at any level.*

11. *A solid background in organizational theory and policy analysis.*

12. *Some kind of academic credential to go along with the practical work experience I had in dealing with education related programs affecting Indian people.*

13. *Stronger position in minority and scholarship programs.*

14. *Administrative fundamentals - planning basis, etc.*

15. *More of education exchange of ideas and meeting and gaining friendship.*

16. *Academic enrichment, credentials from Harvard Graduate School of Education.*

17. *A degree in administration*

18. *A degree - A diploma necessary for attaining high level positions and having recommendations more acceptable.*

19. *Mental stimulation, organizational skills to present effect cases for my argument, possibly a small miracle that would give me the skills of an academician of the calibre of gifted professors in this school.*

20. *I expected to be given a chance to prove myself in higher decision making positions. The BIA, however, does not easily lend itself to such endeavors because of the low turn-over in positions and the retirement of senior employees.*

21. *Better quality education*

22. *The Harvard name and orientation in agency procedure.*

23. *Credability*

24. *A Master's Degree and the opportunity to be equal with the non-Indians in public educational administration.*

25. *Greater insight into requirements for administrative skills.*

26. *Skills and expertise which would assist me in improving the "quality of education" for Crow Indian children.*

27. *Knowledge, reflective analysis of Indians, experience, and credential.*

28. *Leadership, motivation to the creation of demonstration areas of speech and communication potential in the American Indian world.*

29. *Administrative Skills*

30. *A degree to back my experiences, more theory.*

31. *A broader perspective on American educational mileau. Some specific skills, i.e. curriculum development, research and evaluation; more knowledge of cross-cultural education.*

32. *Specific skills and knowledge. "Leadership" per se does not emerge from membership in program, experience is a factor.*

33. *The acquired skills to establish alternative Native American education units.*

34. To learn what other American Indian programs are doing to improve and increase education for Native Americans. Also to be able to apply these new ideas to help my own people in Michigan.

35. Knowledge of the system.

36. Acquire higher degree. Obtain diverse education from ordinary avenues. Challenge my abilities. Live in another environment.

When asked to what extent their expectations were met the participants responded accordingly:

a.	Not at all	None
b.	Minimally	5%
c.	Generally	25%
d.	Definitely	35%
e.	Very Definitely	30%

MAIN STRENGTHS OF PROGRAM AS DESCRIBED BY PROGRAM PARTICIPANTS

1. *Just the fact that there is a special program to facilitate Native American attendance at Harvard Graduate School of Education is a definite strength. A degree from Harvard is respected by both whites and Indians and can be an asset in competing in the white man's society. Another strength is the existence of a meeting and gathering place for Indian students here at Harvard-Read House. Social contacts are important for Indian students and having Read House makes it possible for us to have a sort of headquarters where we can have both formal meetings and informal contacts. This contributes to a sense of solidarity and support which makes it easier to adjust to the large/urban university atmosphere and to "hang in there" when the academic pressure builds up.*

2. *Skills to analyze. Credentials that provide "clout". Indian people need to make changes in Indian education.*

3. *Cohesive group of students*

4. *Credentials you receive and the people you meet, excellent librarys.*

5. *Possiblity of activities both cultural and academic thru which spirit of shared parties can be realized. Will have one such course next semester - Indian Higher Education Administration.*

6. *Having a central office to receive messages, mail, meeting with other Native Americans to exchange ideas concerning Indian education.*

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7. *Accepting large number of Indian graduate students, also having a meeting place and office where the students can also have seminars.*

8. *All Indian*

9. *The Harvard name. High quality people with expert experience.*

10. *Grants credability to the Indian graduate in his work after leaving here. Most Indian students arrive with adequate experience, insights, and generally have mind-sets which are seldom altered while here.*

11. *The prestige of the school.*

12. *Opportunities to share varied experiences.*

13. *Many excellent instructors and excellent resources at M.I.T., Harvard Law School, Kennedy School of Government, etc.*

14. *Independent way of operation. Freedom to pursue own interests. BIA financial assistance through program.*

15. *This program has provided the opportunity for a Native American to achieve an education at a more advanced level.*

16. *Lets you know your enemy, some interested professor back you, help you develop. The social aspect of having a support in group of Indian people is helpful.*

17. *Acquiring degree. Flexibility of course requirements permitting students to strengthen their own education or administrative weaknesses.*

18. *Opportunity to gain administrative skills and contact of professional educators. Opportunity to enter graduate program without undergraduate degree.*

19. *The administrative courses, social policy courses, and educational planning courses are excellent. The contacts for working with other people (non-Native) in the future is good. The opportunity to see administrators/professors operate small programs is also good educational observation.*

20. *1) The environment at Harvard is conducive to learning. 2) The opportunity to design a program of learning that meets you needs as they relate to your career goals. 3) A student has the opportunity to challenge the "experts" without fear of recrimination.*

21. *Flexibility of the program and school.*

22. *I think student objectives were met in courses pursued.*

23. *Flexibility and time duration, strong Indian community at Harvard.*

24. *The open ended nature of the program which allowed me personally to do my own thing.*

25. *Individual development and design of own curriculum. Involvement with other groups of resource persons. Credibility of credentials.*

26. *Provides Indians with an avenue of opportunity and choice that was never available before; to study, reflect, and grow intellectually at one of the world's great centers of learning.*

27. *Flexibility, opportunity for a variety of points of view. Contacts. Exposure to a variety of experts.*

28. *Recruitment and selection of qualified candidates. High credibility of the institution, the academic environment.*

29. *Seems to increase one's self confidence in dealing with the White man's educational system at its higher levels; provides an opportunity to gain new knowledge about such system and increase one's options via the acquired degree to work at the so-called professional level in the field of education.*

30. *Ability to choose classwork to meet my own needs.*

31. *The inter-change of ideas and the growth one is able to see in oneself. Meeting interesting people and the opportunities that one may have.*

32. *The Indian people I interacted with at Harvard.*

33. *Opportunity to meet and share experiences with Indians from other tribes geographic area.*

34. *The education program itself; the contact with top professionals. Contacts with other students who are interested in the same field.*

35. *I believe Harvard though no specific courses for Indians does a fine job of educating students. Other Indians should have the opportunity to attend. The opportunities for various kinds of course work are temendous; resources seem unlimited; experience one many of us have never had before - i.e. urban, educational,*

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culturally; the school could also develop courses that meet the needs of Indian students. It seems after five years of accepting soft money with no out put the school could start reciprocating. This also would be an excellent opportunity for a faculty person who would like the experience.

0050

PROGRAM WEAKNESSES AS PERCEIVED
BY PROGRAM PARTICIPANTS

1. *Lack of staff and student support services.*

2. *No director or tutors, little or no communication from tribes, federal government and BIA on jobs that may be available to us or expertise they are seeking.*

3. *Bickering over factors we can't control.*

4. *No Director, or established criteria for program membership. No Indian community contact.*

5. *Not checking to see if those admitted are actually of Indian heritage. Also, need at least one course geared strictly toward the problems involved in Native American education with possible solutions.*

6. *Funding from mulitiple sources.*

7. *Lack of support from the school administration. Lack of verification of Indian enrollment.*

8. *Lack of communication between student, school, and funding source.*

9. *Structure of the program causes more frustration in students than it reduces.*

10. *Misunderstanding about what the so called "American Indian Program" at Harvard is.*

11. *Lack of a designated "Indian Studies" Director.*

12. *The governmental system of year-to-year funding makes it difficult to recruit a full-time project director who could take over the necessary administrative tasks, be an advocate for the students in trying to get more courses on Indian topics, and provide continuity from year to year even though most of the students are new each year. The students do not have the time to devote to doing these things for themselves in a very thorough manner. The director could also be in charge of new students recruitment and the search for continued funding. I would like to see the program or one like it make available to students wishing to attend other graduate schools at Harvard, such as the School of Public Administration or Public Health, Business, and Arts and Sciences.*

13. *Lack of Director, lack of courses on Indian education.*

14. *Insensitivity to the need for Native American Education.*

15. *Inadequate recruitment.*

16. *Lack of commitment on the part of the school to its Indian students. Lack of a program or strong support for incoming students - each comes with own idea of what a program is and not what ours is.*

17. *There should be a better screening process! There appears to be non-Indians in the program. Although Native Americans married to whites should not be excluded from taking courses, funds should be provided and limited to Native American people and families. In this way funds could reach more Native American people.*

18. (1) Lack of student advisment on course content and objectives.
(2) Lack of program administration stability. (high-turn over)
(3) Poor information dissemination. (recruitment to Tribes)
(4) Lack of tribal input into selection of students.
(5) Too many assimiliated students with little knowledge of their tribal customs and needs.
(6) Lack of interest on BIA part by not monitoring programs.

19. Lack of financial commitment of university; uncertainty and lateness of funding each year; limited financing impairs program support.

20. The insufficient funds for all students admitted is a disgrace. It is a handicap, e.g. more money for adequate books, xeroxing, etc., compared to other students you are competing with at Harvard University.

21. (1) No Director at the program. (2) The American Indian Program should be more than a conduit for funding. (3) Stipends and family support are frossly inadequate. (4) In this instance the success of the program is a weakness, otherwise why would anyone want to discontinue the program.

22. The continuing battle to obtain funding from sponsors.

23. BIA is not using talent from these programs.

24. Lack of adequate services by program, i.e. housing, continuing communication with alumni and new applicants.

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25. *The lack of control over what the students do with their time on Indian monies. Also some seem to really make it pay. If students can get other money, American Indian Program money should be used for those who don't have those options.*

26. *Financial assistance - since I was on LWOP at that particular time.*

27. *Lack of real support and commitment by the BIA, its principal funding agency.*

28. *Inadequate level of funding, commitment of some students, commitment of community to demand top quality programs and students.*

29. *Lack of Indian faculty and full-time program administrators.*

30. *Recruitment, lack of really strong commitment to the program by Harvard in terms of long range financial support, isolation from main currents of important Indian happenings--cultural and programmatic, and lack of some kind of mechanism to systematically channel graduates into positions in Indian education that have potential for affecting change for the better.*

31. *Too much emphasis on special assistance - reading courses, etc.*

32. *(1) Opportunities to make more trips to eastern cities and meet with known institutions and people. (2) Students having an expense item for Public Relations. (3) More funds from the school to help support the program.*

33. *Uncertain funding situation, poor communication from OE and BIA with Harvard University. Minimal support from Harvard.*

34. *Limited funding. Lack of support from those government agencies encouraging students to enter these programs, after completing their studies.*

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ADMINISTRATIVE INTERVIEW

Persons Interviewed: Dean Paul Yluisaker/Belinda Wilson

Date: 1-10-75

Place: Harvard Graduate School of Education

The meeting occurred in the office of the Dean of Harvard Graduate School of Education. Major topics covered during the discussion included the following items:

(1) Past performance of students

(2) Current program problems and needs

(3) Budget

(4) Available data on graduates

(5) Particular student problems

(6) Recruitment and admission policy

(7) Certification of student degree of Indian blood

(8) Harvard commitment to AIP

The overall impression gained from this discussion is that the Dean and his Administrative Assistant are cognizant of the kinds of problems the Indian students are experiencing while at Harvard. Their insight into these student experiences would tend to indicate a medium amount of contact and exchange with the students. They knew pretty much what the student perspective was in regard to them as representatives of the administration. Other indications of their awareness of program progress and student performance and needs are further delineated in the following conclusions emanating from the meeting.

(1) In regard to student performance, the Dean and Ms. Wilson felt that program participants since program inception have all been "bright". Academic performance has been equitable with that of other students. Academic pursuit at Harvard is of a highly individualistic nature, enabling students to expand their intellectual growth and enhance their experiences. A major emphasis of the institution seems to be providing vast resources for educational opportunities allowing students to pursue their individual interests and goals. The faculty functions as resource people helping students to define and achieve goals. Accordingly, the Indian students earning degrees from Harvard have had a broad range of academic interest all under the realm of education. Some of these major areas of concentration have been educational planning, curriculum development, organizational development, bi-lingual education and research.

(2) The basic problem and need of the program seems to be the question of whether or not the program should have a Director. Since the inception of the program the University and Indian students have experienced a variety of combination, none of which seems to be ideal. The reasons for this are multiple and valid according to one's perspective.

The student's perspective is that a Director is needed to advocate program continuation, provide student support services, conduct recruitment activities and deal with the administration. They seemed to feel themselves in a compromising situation. On the one hand they are students conceiviably under the administration while at the same time they

are put in the position of making demands of the administration. In their estimation not having a Director contributes to their frustration because they are continuously concerned over continued funding. The uncertainty contributes to poor morale and their involvement and concern over recruitment and other things that ordinarily are administrative functions deprives them of time that should be devoted to their studies.

The Dean and Ms. Wilson seem to feel that not having a Director was more conducive to the type of program currently in existence. They indicated there weren't enough administrative functions to warrant a full-time Director. As the program operates now the students respond to arising needs. They have an informal organization entitled the Executive Council consisting of 3 individuals elected by the Group to represent them. Staff consists of one secretary who operates the office on a day to day business.

A major concern of the Dean in regard to a Program Director was that such a position would come to be defined as on campus "Indian". In other words they did not want that position to be viewed as merely a bureaucratic one without full Harvard faculty status or other teaching status, i.e. visiting professor, graduate assistant, etc. They indicated the more ideal combination would be for someone to having teaching status with the responsibility of administering the Program.

In view of budget negotiations, they said they preferred to utilize the Director's salary for the students as opposed to having to cut down the number of students in the Program.

(3) Discussion on the budget centered around the fact that Harvard never knew from one year to the next whether or not the program would be refunded or for what amount. This uncertainty limits the effectiveness of the Program because the Program continually operates in an aura of uncertainty. This uncertainty effects planning, recruitment and overall program operation.

(4) The only available data on graduates participating in the American Indian Program has been in the form of annual reports since program inception. For the most part these reports give current address and positions of all program participants.

(5) The biggest problem the students have according to the Dean is financial. The cost of living in the Boston area is high and for most of the students the stipends are inadequate, especially those with families.

Other student problems the Dean and his assistant were aware of are of the inter-tribal and geographic type. Some of the students feel that others shouldn't be in the program because their identity as an Indian is questionable. Others feel that individuals from certain regions have more adjustment problems in living in the Cambridge community.

(6) Recruitment for the most part is conducted by the students and graduates of the Program. Requests for applications are made to the American Indian Program office and are mailed out. Applicants are sent directly to the Admissions office. The Admissions Committee determines selections and final acceptance is their decision. (In

the past since the program began one or more of the Indian students in the program has served on the Admissions Committee.)

One of the policies of the Harvard Graduate School of Education is to select applicants according to their past work experience. This portion of their application is heavily stressed. Rarely are applicants admitted fresh out of undergraduate school. Most of the students accepted have dependants and have worked for a while, these factors make it more expensive to educate them providing they are scholarship recipients.

(7) The certification of student degree of Indian blood was discussed during the meeting. No viable solution was determined. Certification is not presently required because of the dual regulations of the funding agencies. This is a problem as evidenced by the friction among the current group of students. While the selection criteria into the program stipulates that applicants must be at least of 1/4 Indian, Eskimo, or aleut descent, many tribes do not have enrollment requirements. Consequently many urban Indians find themselves without documents proving their descent. As a result the game of defining whose an Indian and who's not spontaneously occurs with each year's group of students.

(8) Harvard's commitment to the American Indian Program essentially revolves around their total commitment of maintaining the institution as one that is rich with diverse groups of people. Their minority enrollment is high as compared to other institutions. They conceive of the Indian population as important contributors to this richness in

diversity which is important to their overall concept of education. Because of this policy they feel a commitment to continue the American Indian Program. If the Program is not refunded they said the Harvard Graduate School of Education would continue to seek and admit Indian applicants at about the same level.

ON-SITE VISIT
Group Interview
Harvard University
January 1975

The purpose of the site visit and evaluation of the American Indian Program was explained to the current group of students. The students briefly discussed their views of the program. Following the group meeting students were interviewed on an individual basis to allow them the opportunity to further present their ideas and recommendations in regard to the Program.

Particular concepts presented during the group session were the constant concern over funding status, and the real need for a Program Director. These two concerns are inter-related. The students feel the threat of future program existence. The No-Director status affords little communication between funding agencies and the program. This contributes to a feeling of isolation with no one functioning as an advocate in their behalf. This constant worry of future existence of program leads to strained relations between the students and in turn affects their performance and attitude.

The students also felt that not having a Director put too much responsibility on them and this was generally an unhealthy situation. For example, students are put in the position of recruiting new students when the funding situation is nebulous. They also are put in the position of making decisions which ordinarily are in the realm of administrative duties. Last year more students were accepted into Harvard than the grant awards received. Consequently, the students were in the unique position of having to decide if they would rather have a Director

or enable two additional students to attend the Program. They choose to serve the additional students and also to take a cut in their monthly stipend in order to have the funds for the additional students.

The students also felt that because the Program lacked a Director there was little correlation with available jobs in the Bureau of Indian Affairs and Health, Education, and Welfare.

The students were unaware as to who is supposed to be monitoring the program and generally felt they as students had no recourse for grips.

Concern was also expressed over the student eligibility into the program. They felt that verification of degree of Indian blood was needed and should be a program requirement before applicants were accepted into the Program. There appeared to be some minor internal conflicts among the students concerning Indian eligibility for the program. Some of the students questioned the Indianness or blood quantum of some of the students in the program. They felt a director could easily ease these kinds of tensions among the students and do much for the morale of the Indian participants so that everyone could concentrate on their studies.

There were no real problems with the training. The primary needs indicated by the students were to obtain definite commitments on program funding and to have a Program Director.

INDIVIDUAL STUDENT INTERVIEW
Harvard University

Number of Students Interviewed: 4

Place: Harvard University

Date: 1/8/75

Responses - Interview Session I

Item #1: What are the objectives of the Program?

To fund Indian students to get advanced degrees and assist them while at Harvard. The Program allows Indian students access to a major prestigious university that they would otherwise not be able to attend.

Item #2: Do you feel the Program has developed the potential administrator qualities of the participants?

Responses centered on admission policy and the HARVARD name. Essentially respondents indicated that applicants must have established themselves professionally before being admitted to Harvard. The training develops administrative characteristics the individual brings with them. Harvard provides the opportunity to get credentials. The AIP Program promotes development of administrative qualities in that participants gain credibility as educators and administrators. Graduates' ideas are given credence and recognition that they probably would not have without the Harvard degree.

Item #3: What is your opinion about the quality and relevancy of course offerings to the Indian participants?

The (75%) majority of those interviewed by this interviewer indicated a rating of good. The interviewees responded that they felt some responsibility had to be placed on students to seek out relevant information and interpret it to their own need. One respondent indicated she felt the courses were not meeting some of her needs. She and another student felt that perhaps a Director would be helpful in advising students on relevant course selection.

Item #4: In what ways does the University give support to the Program other than accepting it to the campus?

Fifty percent of (4) those interviewed said none or they didn't know. One student responded that this was a sore point and they as students were in the middle between the funding agencies and Harvard. Another respondent said that very little overt support was given except the building they occupy (Read House), but in most cases professors are receptive to requests of students. The administration is more hesitant.

Item #5: Do you feel the Program is important to the institution? Why?

Responses on this item varied. One student stated he felt the Program was important for financial reasons and that it made for a diverse student body. Two students said they thought it ought to be. One student said they had been told that it was, but didn't see any great indication that it mattered. This same student referred to the Dean's statement in relation to the Education

schools commitment to the Program. (In a meeting the Dean told the Indian students, Harvard would continue funding the current group of students, if the Program were not refunded by the government.) He (the student) further stated he didn't know if this was rhetoric or the Dean actually meant dollars and cents. He felt they liked the idea of having a Program as long as it doesn't cost them any money.

Item #6: Does the University give the Program equal status to those of other graduate programs in the regular curricula?

This item was not particularly applicable because of the nature of the Harvard American Indian Program (See Page ___). One respondent said they were not a Program as such and felt the University viewed them as squabbling. Another respondent felt they were paid lip service, but the Universities actual commitment was questionable. One respondent said no because there weren't enough Indians on campus or Indian faculty members.

Item #7: Has/Does the University assisted in placing the participants on jobs after they have completed the Program?

On this item respondents felt that the option to utilize the Placement Service was theirs the same as for other students. However, it was their consensus that most of the program participants have goals in mind and will not bother the Placement Office. Most people make their own connections. They also pointed out that the Placement Service probably doesn't get many Indian related education job notification, most job announcements come to the Program Office. One respondent stated that he thought most of the students would not take a non-Indian job.

Item #8: Do you have any suggestions as to what needs to be done to improve the Program so that a better trained Indian Administrator would emerge from the future program, if it should continue?

Most of those interviewed indicated the need for a full-time person or part-time director working on a doctorate. Additionally they felt that long range commitment needed to be made on the part of funding agencies and the school. The recommendation was made that the Program be funded on a 3 year basis. They felt that waiting until the last minute affects the Program and that definite word should be given rather quickly.

Other individual recommendations included the following:

(a) The Program should have its own Indian courses to which students could relate their experiences.

(b) Restructure the Program entirely. The Executive Committee has no power and can't complete in politics that go in administrative structure. Make it a fellowship program with Area Office determining eligibility for scholarships. There are so many hassles the way it is structured now, There is too much in fighting within the program. There is discontent over some students getting double funding, this coupled with bickering over identity causes alienation among the students.

The above suggestion differed from other student opinions. Most felt having a Director would eliminate much of the in-group hassling and would give the Program greater continuity.

Item #9: *How much financial support is the University contributing toward the Program? Are there plans to decrease/increase this support?*

All students responded that they knew of none.

Item #10: *If the Bureau decided not to continue funding the Program, what would the University response be?*

No agreement of response on this item. Breakdown of responses:

(a) "Don't know, they're always talking about being in a budget crunch."

(b) "This has been our concern and in October the Dean said the present number of students would be maintained. He made a personal commitment, there were 15 this year, there would be 15 next year."

(c) "They would probably say, No money, no program. Commitment by the Dean sincere, but negotiations are needed."

(d) "I think the response would be, Indian students would apply, if accepted, go thru financial aid package (which is inadequate), and if he still wanted to come he would come."

Item #11: *What do you think the extent of the University commitment to this Program is?*

Responses indicated that there was not much commitment shown overtly, but the fact that the program was there acknowledged some commitment. One student felt that the fact there wasn't more commitment was partly the fault of the students own initiative. The program and philosophy needs to be further defined.

Item #12: Do you know of other programs that do a good job in training Indian people for administrative?

Majority of students said they knew of no other programs or the ones they knew of weren't outstanding. One student stated that there was no other program that could give you a Harvard degree. The Harvard degree amounts to great credibility. Many are already great administrators when they come to Harvard. Their own ideas are given great credence because of Harvard. For example, the Harvard degree can impress state Superintendents and can make them more prone to listen. It's an opportunity to give your own ideas and experience credence. Just being with national education teachers and the educational environment is not the same as what you would get at another college. There is no way you compare the learning both in and outside of the classroom.

Item #13: Do you believe or think this type of Program is needed by the Indian people?

Very positive response on this item. All interviewees stated they felt it was definitely needed and its importance would continue over the next few years. They felt it was important to establish a network of Indian educators with common interest. One respondent stated he felt it was important that American Indians be given the opportunity to attend Harvard because it was the oldest and most prestigious institution in the United States.

Item #14: If you know of someone that has gone through the Program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?

100% Affirmative Response

0069

Item #15: Are there other members in the community that could benefit from such a Program?

Very Definitely - 100%

Item #16: Do you feel that educational programs designed for groups of Indian people are more successful than educational training received on an individual basis?

100% of those interviewed responded that they felt group programs offer greater attractiveness and serve their purpose better because they give an individual same security. One student said he felt it didn't pay to have a taken Indian or black student, they are placed in precarious position if they are the only one on campus. They felt it was extremely difficult for one individual to go through Harvard. Having a group helps them to sort out consciousness and solve problems by providing options.

Item #17: Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?

Majority of responses were affirmative. They felt advance degrees were becoming more necessary.

Item #18: Do you agree that scholarship money should be taken from the regular higher allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?

Fifty percent responded yes, because there was no other alternative. They felt group training programs provided a more convenient access to higher education, giving some people a break, a once in a lifetime opportunity. The other two said no, with one recommending Indian organizations do the training.

Item 19: Do you have any other comments regarding the Program?

Two of those interviewed did not have any additional comments. One student said she would like for the Program to be more abreast of things going on in O.E. and B.I.A., particularly in legislation. She would like to see the problem of defining whose an Indian be solved for the Program and recommended the analysis of living allowance be more comparable to the area.

One respondent commented that for the Indian student that really wanted to expand his world, Harvard offers the best opportunity you can find. American Indians on campus are extremely well accepted, they're given every opportunity to join in. There are a lot of things they learn outside of classroom that will justify their being there. (Example: Lunch with Professor)

The students interviewed felt it was quite important to consider one of the following alternatives. Whether the students should be selected on an established criteria and awarded a Fellowship or be selected as a part of a group training program with a program director.

INDIVIDUAL STUDENT INTERVIEW
HARVARD UNIVERSITY

Number of Students Interviewed: 9

Place: Harvard University

Date: 1/9/75

Responses - Interview Session II

In your opinion, has the program been successful in fulfilling its objectives?

1. *The program has been successful to a certain degree. The Admissions Committee has a lot to do with who gets in or doesn't get in. I believe they look for those persons who can bring something to Harvard. I understand they are choosing mostly women and mostly Alaskans. There needs to be suitable representation from all regions.*
2. *Yes! (3)*
3. *The selection process and recruitment should be geared to the needs of reservations and Indian tribes in urban areas. I don't think the urban Indian needs this program as bad as the reservation Indian.*

Has the program developed the potential administrator qualities of the participants?

1. *Yes!*
2. *No! I'm interested in rural education and I'm not getting it.*
3. *Yes! I needed this program. I don't have a bachelor's degree but they gave me a chance.*
4. *Yes! I think it has. I think more Indians should take advantage of the name of the institution.*

00072

What is your opinion about the quality and relevancy of course offerings to the Indian participants?

1. *Excellent (2)*
2. *Fair*
3. *Good*
4. *Good! But I would say some of the things they offer are good and some I could not use or have any need for it.*
5. *I would rate them good but there are no Indian oriented courses and I think it's because this institution is a racist school.*
6. *Some of the course work has not been real good but I would rate them 50% excellent.*
7. *Courses are of excellent nature.*
8. *If Indian students are looking for Indian oriented courses, they aren't here, but If they want regular course work, it is here.*

Do you have any suggestions as to what needs to be done to improve the program so that a better trained Indian Administrator would emerge from future programs, if it should continue?

1. *The content of the program should be expanded to take in other schools on Harvard campus and off campus. We have special needs that we address ourselves to and to this point, we have not done this. We are floundering around in Education; there really aren't any jobs in the market. There has been no assessment.*
2. *No continuity in the program. We need a director who is or would be independent. He should not be*

controlled by the University or BIA. We lack leadership. We need internal assessment and outside assessment to help us find out where we are going.

3. We are not getting what we need and want. We can't get a budget breakdown and they won't tell us where we stand budget wise. I believe the program should be directed and administered by somebody we choose. I also believe students should be directly funded as a fellowship and let each person handle his own affairs.
4. The selection process needs revamping because we are taking money from the undergraduates and we need to make sure the money is being used for qualified Indians.
5. There are minor internal problems that have developed because of no leadership in the program. We need a director. Course work has been good.
6. The retirement projection is high in Indian Federal Program and we will need more trained administrators to fill these jobs so we need that program at Harvard and the other 2 institutions.

Does the University give the program equal status to those of other graduate programs in the regular college curricula?

1. We are seen as fellowship students and not a total program. Many times we are kind of ignored. I don't think they (University) would make financial commitment to the program.

2. *Tokens only - there is a lawsuit against them now.*

3. *We are seen as regular students so we don't have the impact to the University as a group on campus. I think we are treated as fellowship students.*

4. *Yes*

Do you feel the program is important to the institution? Why?

1. *Yes, the University needs us in their affirmative action plan.*

2. *It's only a token Indian program to the institution.*

3. *No, just token Indians. We are not suppose to make any noises. No pressures from Indians.*

Do you feel good about the program or ambivalent?

1. *I feel good about it. There is flexibility in what a student can take and they can make their own choice.*

2. *Yes! (3)*

3. *No response (5)*

Are there other members in the community where you come from that could benefit from such a program?

1. *Yes, many*

2. *Yes!*

3. *Yes, there are many more back home who could benefit from such program.*

4. *Yes! There are some people at home who could benefit if they could get in here. Harvard name will be prestigious in some circles. I*

wanted to learn about Organization Behavior. Now I'm more interested in Educational Planning because that will be more useful in my job.

5. Yes, but this kind of a program should go to the people at the local level.
6. Yes, but the criteria needs revamping.
7. Yes! (2)
8. Yes, definitely. Look at the graduates from Harvard and see what they are doing.

Has the University assisted in placing the participants on jobs after they have completed the program?

1. The institution is not responsible for placing Indians. The Indians don't worry about placement.
2. They don't worry about us.
3. I don't know.
4. I believe they would help us.
5. No response (5)

What are some particular problems with the program?

1. University Administration has a paternalistic attitude toward us. They make decisions for us and we have no voice in policies.
2. There is a law suit pending against Harvard. They should be more committed to Native Americans. They are bound by a law passed as early as 1600's that says what they are suppose to be doing for Indians.
3. No leadership

0076

4. No Director

5. Ineligible so called Indians in program.

6. No response (4)

Do you have any suggestions as to what needs to be done to improve the program so that a better trained Indian Administrator would emerge from future programs, if it should continue?

1. Get the bugs out of the internal affairs. Morale gets low sometimes because problems develop between students. A director could straighten out all of these programs.
2. I think the money should be taken out of the total BIA consultant money just as Mr. Hawkins did and ABT Associates. Direct some of the money to these programs.
3. Expand this program to cover all other schools on campus, i.e., the Kennedy School and include the undergraduates.
4. I believe the selection of students that have been made up to this point has been up to par with the rest of the students.
5. (1) No Director, (2) No Indian faculty, (3) Students develop low morale, (4) We need to deal with Indian problems and, (5) Administrative decisions must be made by a leader or director.
6. The program should be under a fellowship concept.
7. The selection process is too much involved politically. There are also some rip-offs by

the University. I think it should be a funding to each individual, not as a group. There are apparent non-qualified so called Indians in the program - that's a rip-off.

There should be some courses offered to Indians in Indian Law. On the outside we must face 2 sets of laws, we should know more about these. We need a director.

8. (a) Certification is best in the world.
   (b) Strengthen the program with a leader.
   (c) Need broader base for Indians at Harvard.
   (d) We should look at other fields outside of graduate school, i.e., Public Health, etc.
9. (1) Director is needed, (2) Many internal problems, (3) Screening process needs revamping, (4) Selection criteria, and (5) Qualification standards.
10. Many students come here with very little experience which I think is necessary but somehow they have been able to impress somebody along the way - maybe the Selection Committee.

How much financial support is the University contributing toward the program?

1. None (3)
2. Don't know
3. They don't give anything.
4. No response (4)

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Are any of the degree requirements lowered or "watered down" for these students?

1. *None that I know about.*
2. *No! (3)*
3. *Don't know*

If the Bureau decided not to continue funding the program, what would the University response be?

1. *I believe the University would pick up some of the Indian students.*
2. *The program would be discontinued.*
3. *Would do nothing. (4)*
4. *Don't know*
5. *No response (2)*

Can you describe some good things about the program?

1. *Yes, the school work has been good and we can work just as hard as we want to.*
2. *The quality of students have been very high but we do need an advocate in our leadership.*
3. *At Harvard:*
   (a) *Students were considered much more so than other colleges I had attended.*
   (b) *I had no degree to back me but they took me in.*
   (c) *Helped me to develop myself and broaden my perspective.*
   (d) *When I left Harvard, I took a job at a promotion and increase in salary and since then, the taxes that I have paid in, has*

paid back all the expenses incurred during my training.

4. We make our own course outline and I believe all participants select what they need.
5. Some of the students had to rewrite letters of commitments but I made it okay. That was a part of entrance requirements.
6. The program is good.
7. Training has been excellent.
8. I needed a different kind of training than I am getting.
9. The program doesn't meet my needs.

0080

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE AMERICANS

COMMUNITY OPINIONNAIRE

Introduction

The Indian Education Resources Center of Albuquerque, New Mexico, evaluated the effectiveness of the Indian School Administrator Training Program at the Universities of Minnesota, Harvard and Pennsylvania State. These programs were designed to prepare Indian people for administrative jobs in Indian schools or schools with substantial Indian children enrolled and other administrative positions. The programs are now in their fourth year of operation at the institutions named above. As a part of the evaluation process, information about them was obtained from various Indian organizations, Tribes, school boards, and any other groups that had any relationship with the program, or if any individuals responding had had any relatives, friends or anyone they knew that participated in the program. Persons or officials of groups and tribes were asked to complete a short questionnaire and mail it back in an enclosed self-addressed envelope. Names of respondents were not necessary. The evaluators were interested in the information about the program only. The information provided became a valuable part of the total evaluation of the effectiveness of the program.

Population

A total of 415 questionnaires were sent out to perspective sample population and a total of 99 or 24% were returned. Cut off date was

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set for April 4, 1975. It is very possible that the percentage of returns could have been higher. The sample population then can be considered to be the 99 responses received. Indian Organization officials were the majority in the responses. Tribal leaders and parents were next highest in numbers respectively. A large number of respondents declined to identify themselves with any group.

INDIAN ADMINISTRATOR TRAINING PROGRAM
AT
HARVARD, PENN STATE, AND UNIVERSITY OF MINNESOTA

COMMUNITY OPINIONNAIRE

N = 99 Total Surveyed: 415 Total Response: 99 or 24%

Findings

Parent	19	14.4%	School Board Member	4	3.0%
Tribal Leader	23	17.4%	Federal Employee	10	7.6%
Indian Organization	48	36.4%	Other	28	21.2%

	Yes	No	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2

Over half of the persons answering the survey questionnaire knew about the Indian Administrator Program at the three institutions.

	Yes	No	NR
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23

Approximately 50% of the respondents thought there were other programs that did a good job of training Indian people for education administration, while 23% declined to answer the item. The next question shows that most of the respondents did not know of other Federal programs that provided similar type of training.

	Yes	No	NR
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7

Majority of those responding said they knew of no other Federal programs that trained Indians in similar type of profession.

	Yes	No	NR
Do you believe or think this type of program is needed by the Indian people?	85	3	11

This item drew the largest number of response in the positive category. Eighty-five percent of those responding thought this type of program was needed by the Indian people.

	Yes	No	NR
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24

This item shows that over half of those responding knew or had known some person that had taken the training program and had made worthwhile educational contribution to some community. Twenty-four declined to answer the item while 20 answered negatively.

	Yes	No	NR
Are there any other members in the community that could benefit from such a program?	79	4	16

Apparently, many or most of the persons responding felt members in their community could and would like to participate in a program such as those at Penn State, Harvard, and Minnesota.

	Yes	No	NR
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14

Most of those responding thought Indian people had a better chance at success by training in groups as opposed to pursuing similar kind of training on individual basis. This also reflects some of the student's thinking on the matter. Some of the students felt they definitely had a better chance of

succeeding if they remained with a group and continued throughout a training program.

	Yes	No	NR
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9

Reportedly, many Area scholarship programs place a lower priority on making grants available to graduate students. Apparently, majority of those responding feel that advance degree students should have equal eligibility status with undergraduate students.

	Yes	No	NR
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9

Majority of those answering the questionnaire thought the scholarship money should not be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State, and the University of Minnesota. Additional comments by the respondents also suggested that BIA set aside a special funding for such programs rather than rake off the top of the regular higher education allocation.

	Yes	No	NR
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

A little over 50% of those responding either declined to answer this question or felt the tribes didn't know enough about the programs. Many comments reflected the fact that many persons did not know about the programs to admit whether the tribes in general gave support to the program. The student interviews were

no different. They were not certain whether tribes or tribal officials, in general, knew about the programs. Students felt that if the tribes did know about them, they would be supportative of all three programs.

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PERCENTAGE	
12.7	Parent
15.3	Tribal Leader
32.0	Indian Organization
12.0	Educational Committee Member
2.7	School Board Member
6.7	Federal Employee (O.E., B.I.A.)
18.7	Other
100.0%	N = 132

	YES	NO	NR
1.	56.6	41.4	2.0
2.	48.5	28.3	23.2
3.	35.4	57.6	7.1
4.	85.9	3.0	11.1
5.	55.6	20.2	24.2
6.	79.8	4.0	16.2
7.	60.6	25.3	14.1
8.	69.7	21.2	9.1
9.	34.3	56.6	9.1
10.	46.5	27.3	26.3

100.0%

N = 99

Please indicate which of the following categories you may be identified with:

_____ Parent	_____ School Board Member
_____ Tribal Leader	_____ Federal Employee (O.E., B.I.A.)
_____ Indian Organization	_____ Other
_____ Educational Committee Member	

CHECK ONE ONLY

	YES	NO	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7
Do you believe or think this type of program is needed by the Indian people?	85	3	11
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24
Are there any other members in the community that could benefit from such a program?	79	4	16
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

TRIBAL AFFILIATION

Sac-Fox	4	Alaska Native	1
Sioux	5	Santee Sioux	1
Chippewa	5	Ojibwa	1
Seminole	4	Munsee	1
Cherokee	3	Ottawa	1
Rappahannock	3	Blackfeet	1
Comanche	2	Hidatsa-Ft. Berthold	2
Rosebud Sioux	2	Crow	1
Powhatan	2	Susquehanna	1
Creek	2	Hupa	1
Choctaw	2	Kootensi	1
Oglala Sioux	2	Arapaho	1
Apache	2	Suquamish	1
Navajo	2	Osage	1
Crow Creek Sioux	1	Mescalero	1
Seneca	1	Paiutes-Washoes-Shoshones	1
Lumbee	1	Bay Minnesota Chippewa	1
Lac Courte Oreilles	1	Pawnee	1
Northern Cheyenne	1	Minnesota Chippewa-Leech Lake	1
Not Given	34	TOTAL:	65

0089

CONCLUSIONS AND RECOMMENDATIONS

HARVARD UNIVERSITY

Conclusions

In view of the number of individuals who attended the program at Harvard and the positions they presently occupy and in relation to the objectives of Harvard University School of Education training program, it can unequivocally be said that the American Indian Program is effective and has been highly successful as the following supportive data reflects:

1. Based on the number of degrees received (33) by the total number of participants (47) in the educational administration program at Harvard, the success completion rate would be at 70%. This reflects an over-all programmatic percentage and does not take into consideration this year's students or the doctoral programs presently being pursued. By June of 1975, the percentage rate will undoubtedly be significantly increased as doctoral candidates complete their requirements and the current group of Masters students receive their degrees.

2. The majority of the participants received their advanced degree within one year and went on to assume significant leadership positions in Indian education.

3. Sixty-eight percent of the respondents indicated they received financial support from sources other than the program. It appears that the stipend is insufficient to meet the needs of students with dependents and out of necessity must seek out other income.

4. *Eight-five percent of the respondents indicated their involvement in Indian affairs was maintained at a moderate to high level during their status as graduate students.*

5. *Ninety-three percent of the responses indicated the participants felt the training they received was good or excellent.*

6. *Eighty-three percent responding felt they were well prepared to assume leadership functions in any of the following: in their own tribe, in any tribe or within a non-Indian society.*

7. *Eighty-five percent of the respondees improved or will increase their salary after attending the American Indian Program at Harvard.*

8. *Eighty-eight percent of those completing their training indicated their responsibilities and decision-making authority had increased subsequent to their program participation.*

9. *Sixty-eight percent of the respondents felt that the majority of Indian Tribes were supportive of the Training Program.*

10. *Eighty-five percent of those surveyed indicated their expectations of the program were met either generally, definitely, or very definitely. The majority of the participants expected to gain one or more of the following: (a) A degree; (b) Credentials; (c) Increased Skills; and (d) Increased Level Responsibility.*

11. *It was apparently accepted by the students that Harvard credentials are a significant asset to program participants.*

12. Flexibility of the American Indian Program is conducive to meeting student identified needs.

13. The program has a definite need for a Director to give the program some solidarity and provide directions.

14. Recruitment could be better facilitated by a Director, as expressed by student participants.

15. The program entrance requirements needs a Hering or adhere to the standard BIA requirement of certifying degree of Indian blood of applicants.

16. The nature of the American Indian Program should be further clarified for future applicants. Many applicants are seeking more structure and more Indian related courses and are disappointed when they do not find this is a part of the program.

17. Tribe input into selection of students in conjunction with university official and the university requirements is a definite need.

18. Communication between funding agencies and the university must be improved to give stability to the program.

19. The uncertainty that hangs over the matter of funding on a yearly basis hampers recruitment and concern over funding status prompts some of students' time which could be devoted to academic work.

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20. Respondents indicated the individuals they were aware of and had gone through the training were making significant educational contributions to Indian people.

21. Respondents were not aware of other similar programs besides the ones at Harvard, Penn State, and Minnesota that trained Indians as educational administrators.

22. Graduates of the program and those who are current students of the program all agreed the program should definitely be continued. They all felt it was needed by the Indian people and the need for such programs would continue for several years.

23. The selective group concept of the educational administrative training program appears to be more conducive to recruiting, retaining, and graduating Indian students as opposed to academic pursuit on an individual basis. Group support appears to be a attribute of the program. Special training programs provide a more convenient access to higher education for Native Americans. Students expressed finding some degree of security and a feeling of being "a part" when they pursue their degree along with others who have similar ethnic background.

Recommendations

1. The Educational Administrator Training Program at the Harvard Graduate School of Education for Native Americans has proven that it can train Native Americans for Administrative type jobs. It has proven it with the completion percentage at 70% of the total number of Indian participants since the inception of the program in 1970. For a program that is meeting its objectives and meeting the needs of Indian people by the production of well trained education administrators, it should be allowed to continue to meet those needs until such time as those needs have diminished.

2. Grant awards have been made on yearly basis with no one being certain when the grants would be awarded actually hampered the program in all aspects, particularly the program stability, and recruitment of high potential student. It appears that it would be best to fund the program on a "three year cycle," thus, eliminating many of the problems pointed out in the study, as caused by late funding.

3. If the funding plan is to continue to be a yearly grant program, then it would be advantageous for both the funding agencies and the institutions for the awards to be pre-determined and the school of education be notified far in advance to allow for adequate planning and recruitment.

4. Future funding for the program at Harvard should include enough money for a Program Director. Much has been said by the students for a need of a Director to provide, among other things, stability to the program.

5. A method of establishing a certification of blood quantum for entrance into the program. Issues have developed and ill feelings prevailed over the matter of some students' assumptions that there were many in the program who could not prove Indian blood degree. It was a general feeling that those persons who could not prove blood degree were depriving recognized or certified Indians from this training. The institutions seemed less concern about this matter but it seems the funding agencies need to include in the contractual agreement a definite requirement of a blood certification in the form of a Census Number, a Roll Number or some other bonifide official document of proof.

6. It would certainly be advantage for the Bureau of Indian Affairs to appoint a central figure specifically assigned on a continuous basis to be a liaison between all three institutions, BIA and the Washington Offices. This person would also have the responsibility of monitering the programs, evaluation, and developing progress reports. A program requiring the cost of 265,000.00 of the BIA Higher Education, annually, certainly should require an accountability factor built into the program.

7. The nature of the Administrator Program at Harvard should be, in some form, be clarified to prospective applicants. Several

arrived or accepted the opportunity under the assumption that Indian oriented education courses would be a part of the program.

8. The program should include an annual inter-program-visitation of the three programs. Students expressed interest in exchanging ideas and sharing thoughts with other Native American students in similar programs.

9. Majority of the students felt the selection process at the local tribal community should/needs to be intensified. University officials felt that if they could develop a closer working relationship with local tribes, high potential applicants could be identified for the program. The officials also felt that some of the tribally recommended applicants turn out to be high risk students who are unable to cope with the rigor of a graduate program. There appears to be a need for closer cooperation in the selection and screening of applicants.

UNIVERSITY OF MINNESOTA

NATIVE AMERICAN SCHOOL ADMINISTRATOR
TRAINING PROGRAM

0098

PROGRAM OBJECTIVES
University of Minnesota

GOALS:

To produce graduates in educational administration qualified to accept management and or leadership position in schools serving large number of Indian children.

To prepare Native American school administration at the Master's, Specialist's, and Doctoral Levels.

STATED NEED FOR PROGRAM:

Shortage of trained, certified school administrators of Native American ancestry.

Native American communities will have muted voices in education until adequate numbers of Native Americans are trained to serve as elementary and secondary school principals, directors of curriculum, superintendents of schools, and in other administrative positions.

PROGRAM EMPHASIS:

Program is aimed at meeting entry and professional level administrative certificates in all states.

Program Description

The philosophy of the Native American School Administrator Training Program based in the Department of Educational Administration, College of Education, University of Minnesota is based upon training in administration and not in Indian education administration. The instructional program consists of course work that meets the requirements for the specialists and doctoral programs. The program concentrates on meeting entry and professional level administrative certificates in all states. In addition to the basic program in educational administration course work the program offers a seminar entitled the Administration of Indian Problems. Course credits offered for this course are from zero to nineteen credits. The thrust of this seminar has changed from year to year according to student indicated needs and interest. During the first year the seminar concentrated on broadening the awareness of new directions of Indian programs. Subsequent emphasises have been on Management and Case Study Analysis. The seminar appears to be a key component of the program as indicated by the students interviewed.

Basic administrative services covered under the contract consist of: Director; Project Secretary; and Part-time Program Instructor (Native American). Other available resources to the Program consist of the: Indian Studies Department at the University of Minnesota, and Internal resources such as plant facilities, libraries, computer center, faculty personnel, and supporting personnel. Beyond the instructional staff of the University, human resources include Indian leaders and others from the State Department of Education,

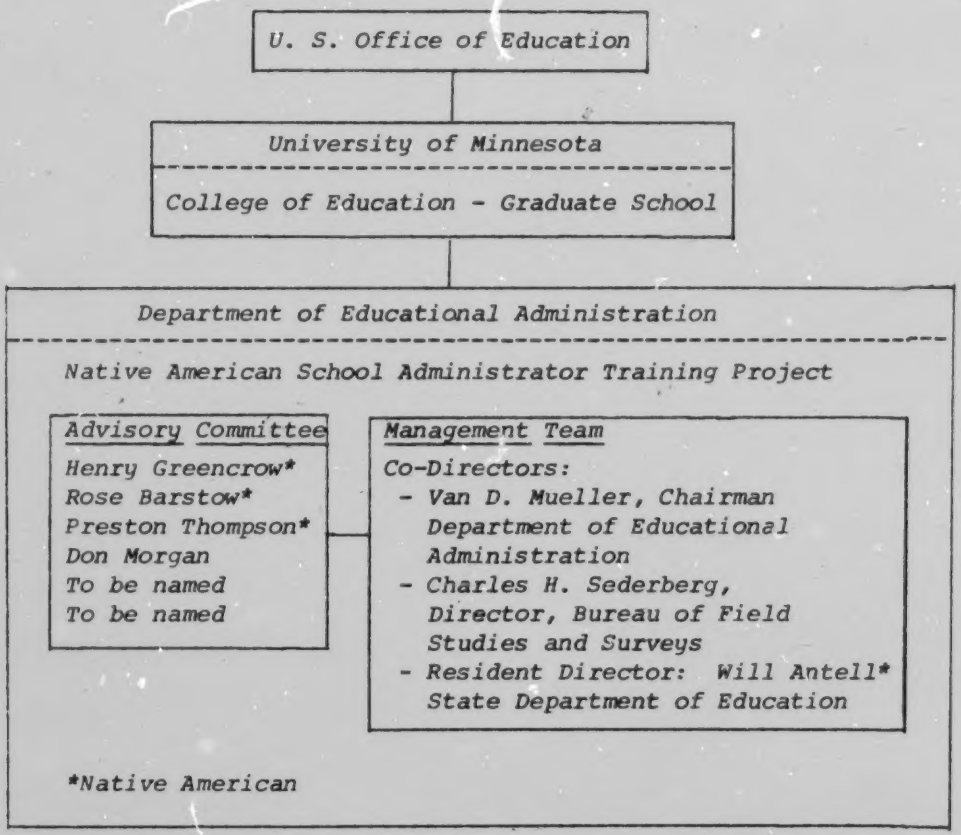
public schools, and Indian organizations active in Minnesota and the twin-city-metropolitan area.

The primary goal of the project was to train students to become educational leaders skilled in education management, to serve in local districts, state departments of education and federal agencies. The administrators will be eligible for certification as elementary and secondary school principals, curriculum directors, school superintendents and other administrative positions. The first year's program emphasized the basic Masters Degree program. Since that time emphasis has been at the doctoral level. In addition, an emphasis during the 1971-72 academic year was encouraging participants to become involved in Indian affairs through part-time employment in some phase of Indian education. It appears that this has been a continued feature of the program since sixty-one percent of the respondents indicated they received funds from employment.

Program participants are recruited on a national basis through letters and brochures to a variety of organizations concerned with Indian education. Recruitment has been jeopardized each year by late notification of funding. Criteria for admission to the program is listed below:

1. American Indian ancestry
2. A bachelor's degree (preferably in education)
3. Desire to be an educational administrator
4. Teaching or other educational experience
5. Academic performance

The organizational structure of the program (as depicted in their proposal) is here included:


U. S. Office of Education
University of Minnesota
College of Education - Graduate School
Department of Educational Administration
Native American School Administrator Training Project
Advisory Committee
Henry Greencrow*
Rose Barstow*
Preston Thompson*
Don Morgan
To be named
To be named
Management Team
Co-Directors:
- Van D. Mueller, Chairman Department of Educational Administration
- Charles H. Sederberg, Director, Bureau of Field Studies and Surveys
- Resident Director: Will Antell* State Department of Education
*Native American

Admissions into the program is handled by a special committee comprised of the following representatives: Three representatives from the University of Minnesota Advisory Committee; Two Faculty members from the Educational administration Department and the Minnesota Director of Indian Education. Admissions of applicants to the program is on a block basis. Candidates are selected and then all applications are sent to the Graduate School for final acceptance. The acceptance policy has generally been one of accepting recommendations of the Program Admissions Committee.

ON-SITE VISIT
Personal Interviews
Faculty
University of Minnesota
January 1975

Dr. Ken Ross, Superintendent of Window Rock Public Schools
Window Rock, Arizona

Dr. Will Antel, Assistant Commissioner of Education
State of Minnesota

Dr. David Boleo, Chairman of Minority Studies Department

Dr. Chris Lavendar, Faculty Appointment, McAlister College
St. Paul, Minnesota

Comments by Dr. Sederberg

Our objective was to produce trained administrators that would go back and be on the firing line like Ken Ross is doing. I feel our graduates must be someplace where the decisions are made. If we send them back into the system at mid-management level we can't do anything useful. We need them where they can make impact.

Selection process has not really given us the best candidates for the program. We need time to really screen applicants. Some are not ready to practice administration. Some are uncertain what they want to do. They have made up their minds to get a degree, but in what, they are unsure. I believe that part of the program should be re-vamped to select the best possible candidates with high potential and commitment. Recruitment is the most crucial part of the program. The policy of awarding grants late affects recruiting. It is wrong to promote it, if you don't have something to offer.

0103

We need to select out those high potentials who are serious about this thing. Management is a tough career and we must get people who can get out there on the firing line and be able to take it and do a good job. We need to spend more time with recruitment. BIA should be less tolerant with how some programs get to be rip-off. Closer observation and monitering system by BIA would give assistance to programs. Not all students who come through the program make good administrators. Some bomb out and some succeed, some can't even manage their own affairs. Alterations are needed in recruitment and selection process. It has been generally known that those who have been assimilated make the best students.

In the training program, we felt our Masters Degree people would not be out in the competitive positions where impact can be made as would those with Doctor's.

We wanted the stipends to go up to $6,000.00 and disallow the consulting activities. Some times the student may have a tendency to spend too much time consulting that would lead to incompletes in the course work. Students with dependents should be allowed an increased allowance per dependent.

The cost is bare bones the way it is now. A person cannot live on the support we give them today. This puts them on the low-marginal side as a family. For a single person, it is okay. A small relocation allowance should be considered also. The cost of living must be inflated upward.

Our philosophy has been to provide Administrative Training particularly for Indian School administration and for Indian oriented courses, there is a department that offers those kind of courses. We have tried to offer a seminar on Indian Education.

Admissions are handled by block admissions. Twenty folders are sent to the admissions for review and selections are made from those applications. Indian groups have not had good luck in selecting out participants that were high potentials. Our selections were becoming more localized but we want it to be more on a national scope.

Every year has been a battle for refunding. We have thought about trying to expand what we offer, i.e., we should be flexible enough to allow the students to study Law, Business, or Education Administration. We believe there was never a real strong commitment to continue support for the program. It had a political beginning which has made it difficult to predict what the final outcome of the program would be. Now the economy squeeze as a grip on the program and we also never did get a real grass roots support from the Indian community. No real organizational support. To date we have produced 17 masters people and 4 doctorates. Chances are very slim.

ON-SITE VISIT
Group and Indian Student Interview
University of Minnesota

The purpose of the site visit and evaluation was explained to the current group of students. The students briefly discussed their views of the program. They were satisfied with the program for the most part. However, some problem areas were pointed out. The main concerns of the students were based upon the funding status and the amount of the stipends. The students felt the annual late notification of funding hampered recruitment and affected the quality of the students accepted into the program. They further felt that funding of the program should be established on a three year basis.

The students recommended that more money was needed to help the students meet family obligations rather than have them work part time. An increase in their stipends support would enable students to concentrate on studies and complete their degrees.

In regard to the programmatic status of the training program they felt that the concept of a "program" promoted student acceptance into graduate school and the pursuit of advanced degrees.

When asked what they thought the University response would be if the program were not refunded they felt the Education Administrative faculty would help the students find assistantships.

Additional student comments were: (1) They felt the seminar was beneficial; (2) A concern expressed was that some students did not have specific goals before they entered the program.

Individual Comments

If there is any real problem facing our program it is the funding of it. The stipends are not enough. Most of us have to work while we are going to school. Part time jobs are hard to find in this area and living expenses are high. Funding never comes through until a complete year is over so this hampers planning and recruitment. Year after year we have never been certain whether we would be funded or not.

We have talked about writing the proposal for a 3 year funding and eventually letting the University assume the entire program at the end of the 3 years.

The internship program that some of us get involved in is good. It should be built into the entire program and designed to place Indian students in the Indian schools. As it is now, it is difficult to find those assignments.

FINDINGS

Biographical Information

Breakdown of participants responding to survey instrument by sex and age:

	Sex		Age			
	Total Number		20-30	31-40	41-50	50-Over
Male:	17	74%	4	10	3	0
Female:	6	26%	2	2	2	0
TOTAL:	23	100%	6	12	5	0

Twenty-three or 48% of the total number of 48 participants in the Educational Administration Training Program at the University of Minnesota responded to the survey. Seventy-four percent of those responding were male, 26% were female. These percentages are consistent with the total program participant enrollment, consisting of 36 male, 12 female. To date a total of 17 Masters Degrees and 3 Doctorates have been earned by the total number of participants (48) since its inception in 1970.

Fifty-two percent of the respondees (23) participating in the program were in the 31-40 age group. Twenty-six percent of the respondees were in the 20-30 age group and 22% were in the 41-50 age group. The majority of the respondents represented in the survey were in the 31-40 age group. (When compared with Items 15 and 16 on the questionnaire, this is indicative of their having some work experience prior to their pursuing an advanced degree.

TRIBAL AFFILIATION OF STUDENTS RESPONDING TO SURVEY

Chippewa

Choctaw

Comanche

Creek

Kiowa

Mandan-Hidatsa

Oneida

Ottawa-Choctaw

Sioux

The tribes most predominantly represented throughout program duration have been the Chippewa and the Sioux.

BLOOD QUANTUM OF RESPONDENTS

1/4 - 5

1/2 - 8

5/8 - 1

3/4 - 2

7/8 - 2

4/4 - 5

Total 23

All twenty-three of the participants responding to the questionnaire claim at least 1/4 or more degree of Indian blood.

GEOGRAPHICAL DISTRIBUTION OF PROGRAM PARTICIPANTS BY STATE

California

Michigan

Minnesota

Mississippi

New York

North Dakota

Oklahoma

South Dakota

Texas

Wisconsin

Fifty-two percent of those surveyed indicated they were from a reservation with forty-eight percent being from an urban area.

0110

DISTRIBUTION OF RESPONSES BY YEAR ENTERED AND YEAR COMPLETED

	Year Entered Program			Year Completed Program		
	Masters	Specialist	Doctorate	Masters	Specialist	Doctorate
1970	5		2			
1971	2		2	3		
1972	3		2	2		
1973		1	2	2		1
1974	3		1	1		1
1975						
	13	1	9	8		2

YEARS RECEIVED SUPPORT FROM AIP

Year	No. of Participants
1	7
2	13
3	1
4	2
None	
TOTAL:	23

Level of Program Entered		Degree Received	
Masters	13	Masters	8
Specialist	1	Ph.D	2
Doctorate	9	TOTAL:	10
TOTAL:	23		

The above reflects data acquired from the survey instrument completed by twenty-three individuals participating in the Educational Administrative Training Program at the University of Minnesota. The total number of individuals participating in the program since its inception is 48. The percentage of respondents (23) surveyed represents forty-eight percent of the total number of participants in the program. Of the twenty-three respondents, forty-four percent (44%) have completed their training and received degrees. Fifty-six percent (56%) of the respondents have not completed their training and are at various stages of completion. For further information see Present Status of Participants on the following page.

Fifty-seven percent or 13 of the total number of respondents (23) entered the Educational Administrative Training Program at the Masters level. Fifty-two percent of those entering the Masters level have received their Masters Degrees. Thirty-nine percent or 5 of those respondents entering the Program at the Masters level completed their Masters Degrees and continued in the program as doctoral students. Of these continuing 5 students, one has also received a doctors degree and four are currently pursuing doctoral degrees.

A substantial number (thirty-nine percent) of the respondents entered the program at the doctoral level. Combined with the 5 continuing students engaged in graduate work, you would have sixty percent of the respondents in doctoral programs. This would affect the overall success figures as doctoral programs generally require a greater length of time to complete than the Masters Program. While the program overall completion rate (44%) may appear to be relatively low at first glance, the number of initial doctoral students and continuing students must be kept in mind.

PRESENT STATUS OF RESPONDENTS

The participants were asked to indicate their present status (See Appendix B). The following categories represent the current status of the participants.

8	*Have completed all course work and are continuing work on a thesis or dissertation.*
4	*Full time students on campus.*
3	*Have left the program to accept a position without completing program.*
3	*Have graduated with one advanced degree and are not seeking another. (Several of the graduates are on a continuing basis, i.e., they received a Masters degree and are pursuing doctorates.)*
2	*Indicated they expect to graduate in the Spring of 75.*
1	*A part-time student on campus and has completed all course work and is continuing work on thesis or dessertation.*
1	*Has left program to accept a position without completing program and is continuing graduate work at another institution.*
1	*Has completed all course work and is continuing work on a thesis or dessertation and also has left the program to accept a position without completing the program.*

0113

In response to Item No. 10 on the questionnaire regarding the adequacy of the administrative training received by participants, responses were:

Total Number of Responses (23)

Inadequate - 4%

Fair - 6%

Good - 43%

Excellent - 47%

Ninety-one percent of the respondees indicated they felt they were prepared to assume an administrative position in any of the following capacities: in their own tribe; in any tribe; and within a non-Indian society. Two participants indicated they felt the training had prepared them to assume administrative positions in a non-Indian society.

Seventy percent of those surveyed indicated the Educational Administrative Training Program should be continued with some improvements. Twenty-two percent think the program should be continued as is. Eight percent failed to respond to this item.

PARTICIPANT COMMENTS FOR PROGRAM IMPROVEMENT

1. *Student should choose course of study. Stipend should be sufficient to allow full time concentration on education. Contracts or grants should include programs designed to prepare an individual to enter BIA education, public education, or prepare for specialized service in tribal programs.*

2. *Continued with a higher stipend.*

3. *Improved selection of participants.*

4. Relevance of practical applications in systems located on Indian reservations needs to be presented to students.

5. More oriented to Indian programs.

6. Offer graduate fellowships in other fields (counseling, medicine, special education, psychiatry, speech therapy, etc.)

7. Additional emphasis on legislation effecting Indian communities.

8. No employment for students. Higher monetary grant.

9. Get some Indians in the administration, i.e., Director, Secretary.

10. Closer screening of applicants

OCCUPATIONS OF RESPONDENTS

	Prior	Present
a. Classroom teacher	4	
b. Education Specialist	1	1
c. Principal	1	2
d. Program Administrator	4	1
e. Project Director	3	2
f. School Superintendent		1
g. Student	2	8
h. Unemployed	1	
i. Other	8	8

Several of the participants were involved in more than one job occupation prior to their program entry "other".

Examples of type of activities participants were engaged in prior to their entering the Educational Administrative Training Program are: Director of Legislative Relations; School Social Worker; Tribal Grantsman; Research Associate at Educational Laboratory; Indian Education Coordinator for State Education Department; Financial Aid Counselor; Admissions Associate; and Home Bound Tutor.

PARTICIPANT JOB PREFERENCE

The majority of the participants responding to the questionnaire checked more than one category of job preference. The most frequently checked items are listed below on a priority basis.

Type of Preference	Number of Responses
1. Become a school administrator	13
2. Teach in a college	8
3. Work for my tribe in some capacity	5
4. Conduct educational research	4

Seventy percent (16) of the (23) participants responding to the questionnaire indicated they received financial support from sources other than the program Sixty-one percent of those receiving financial support indicated their income was derived from employment. The need to augment the student stipends through employment would have some affect on the length of time in completing degree plans.

Forty-eight percent of those surveyed that are currently working on degrees beyond the Masters level indicated they are no longer receiving financial support from the original Education Administrative Program. The majority of those continuing graduate work stated their support was coming from their personal income and/or employment.

Sixty percent of the participants responding indicated they had been able to maintain their involvement in Indian Affairs at a high level. Thirty-one percent responded that they were able to continue their involvement at a moderate level. Nine percent of the responses indicate a low level of involvement for some participants.

YEAR RESPONDENTS RECEIVED BA OR BS DEGREE

	Number	Percentage
Before 1960	6	26%
1961 - 1965	6	26%
1966 - 1967	3	13%
1968 - 1969	3	13%
1970	2	9%
1971	2	9%
1972		
1973	1	4%
Total:	23	100%

YEARS PARTICIPANT WORKED PROFESSIONAL IN FIELD OF EDUCATION

	Number	Percentage
1 - 3 years	3	13.04%
4 - 7 years	7	30.43%
8 - 11 years	7	30.43%
12 - 15 years	3	13.04%
16 - 20 years	1	4.35%
over 20 years	1	4.35%
none	1	4.35%
Total:	23	99.99%

As can be determined by reviewing the above tables, 52% of the 23 responding to the survey instrument received a BS or BA Degree during or prior to 1965. Thirteen percent of thos entering the program since 1971 have worked professionally from 1-3 years in education. Sixty percent of those surveye have worked professionally in education from four years to a maximum of eleven years. Only one of the participants responding had not worked professionally in the field of education for any length of time, before entering the program.

	ANNUAL SALARY OF RESPONDENTS PRIOR TO PROGRAM ENTRY		ANNUAL SALARY OF RESPONDENTS AFTER TRAINING	
	No.	Percentage	No.	Percentage
a. Over $20,000	2	9%	9	39%
b. $17,000 - $19,000	0	0	3	13%
c. $14,000 - $16,000	2	9%	8	35%
d. $11,000 - $13,000	11	48%	1	4%
e. Less than $10,000	6	26%		
f. Unemployed	1	4%		
N. A.	1	4%	2	9%
TOTAL:	23	100%	23	100%

Salary Range	Before	After Training	Gain
$14,000 to $20,000	4	20	16
$11,000 to $13,000	11	1	
Less than $10,000	8	2	
	23	23	

In comparing the various salary ranges of the participants, an overall increase can be seen. Seven participants or thirty percent of the total respondents moved into the $20,000 or above salary bracket after the training. Three individuals or thirteen percent of the total number of participants moved into the $17,000 - $19,000 salary bracket. A gain of 26% was established by the six individuals moving into the $14,000 - $16,000 range. After receiving some training, ten out of 11 individuals moved out of the $11,000 - $13,000 range. Based on the number of individuals responding (23) to the survey, 4% are in the $11,000 - $13,000 bracket. Eighty-seven percent of the respondees are in the $14,000 and above range. Nine percent are students and are not supplementing their income through

employment. Twenty-one of the 23 participants responding have increased their annual salary after attending the Educational Administrative Training Program at the University of Minnesota. Of the 23 participants responding to the survey 21 have indicated they have increased their salary level. Of the 21, four have completed their program and have accepted higher salaried positions than they previously were earning before attending the training program. Seventeen are still working on their advanced degrees and are at various stages of completion. These 17 individuals are also employed at higher salaried positions. It appears that the advanced training they have received is advantageous to the individuals regardless of their degree status. The Educational Administrative Training Program has been 100% successful for all respondees in terms of personal salary advancement. This can be further analyzed by viewing the previous table.

TYPES OF POSITIONS PRESENTLY HELD BY PARTICIPANTS RESPONDING TO SURVEY

Position

Assistant Principal

Counselor

Assistant High School Principal

University of Minnesota Financial Aids

University Admissions Officer

Director, Bilingual Education Mississippi Choctaws

Director, Creek Nation Planning Department

Superintendent of Schools

Independent Education Consultant

Counselor-Advisor

Assistant Professor of Education and History (Mcclester College)

Counselor and Coordinator

Special Programs Director for Urban School System

Education Specialist - BIA - Title I

Education Consultant

Superintendent Off-Reservation Boarding School

Program Officer - USOE

LEVEL OF RESPONSIBILITY AND DECISION-MAKING AUTHORITY

	No.
About the same	1
Increased	15
Decreased	2
No Response	5

Sixty-five percent of the total number of individuals survey indicated that their present position carries greater responsibilities and decision-making authority than their previous positions before they attended the Educational Administrative Training Program at the University of Minnesota.

REASON GIVEN BY PARTICIPANTS FOR ATTENDING UNIVERSITY OF MINNESOTA

Item No. 23: What did you expect to gain from the Leadership Program?

1. *A degree in Educational Administration*
2. *Advanced level of administrative skills which would equip me to assume an effective leadership position in Indian schools or programs.*
3. *Educational administrative skills*
4. *A Ph.d training that would enable me to work in the development of relevant programs that would enable me to work for Indians and the analysis and evaluation of the same.*
5. *An education*
6. *Expanded skills and expanded responsibility*
7. *Qualifications to be a school administrator*
8. *Requirements for certification*
9. *A degree and credibility. Letters after my name, like Ph.d.*
10. *Training in a specialized area*
11. *Some additional knowledge of the educational process. Some knowledge of administration and organizational structure. Some knowledge of decision-making and how to influence bureaucratic structures and to control its finances.*
12. *Necessary training to become a regular school administrator*
13. *Undetermined at this time*
14. *Upgrade administrative skills. Increase knowledge in field of education; utilization of practical application models.*
15. *Administrative ability. Insight into national Indian problems.*
16. *Experiences, knowledge and insights into the administrative process.*
17. *A Masters Degree*
18. *An advanced degree and the knowledge of school administration from and academic standpoint.*

Breakdown of responses on Item No. 24: "To what extent were your expectations met?"

a. Not at all - 0	*c. Generally - 7*	*Very definitely - 4*
b. Minimally - 2	*d. Definitely - 7*	

PROGRAM STRENGTHS AS DESCRIBED BY PROGRAM PARTICIPANTS

1. *That Indians can get financial help in securing a higher education degree.*

2. *It offers an opportunity to gain the same training as any other would receive in administration and supplements it with Indian seminars.*

3. *Excellent staff, appropriate classes, counseling, and financial support.*

4. *It fulfills a real need that American Indian people have, we can enhance the principle of self-determination and advancement through controlling our own educational systems.*

5. *An excellent education administration department at the University of Minnesota. Good instruction and chance for input from all participants if they want to take advantage of it.*

6. *Group sessions; little politics; fair personnel.*

7. *The seminar on education.*

8. *Participation in the normal academic class structure of the education administration department and flexibility to accommodate minor or related programs based on student individuality.*

9. *Complete support of Dr. Sedarburg.*

10. *Indian administrative training. Seminars with all Indian students together, treating problems about Indians.*

11. *The opportunity to interact with other Indian students sharing the same program opportunities. While an undergrad, I was, for a long period the only Indian student. The opportunity to learn from peers is excellent.*

12. *Good directors. University of Minnesota is a good school. Inter-tribal members and interaction.*

13. *Good humanistic faculty in education administration division. The University of Minnesota is a good prestigious big 10 institution from which a degree means something.*

14. *Financial support. Advisory service of education administration people.*

15. *Seminars with other Indian people.*

16. *Open-minded approach to overall program.*

17. *Funds enabling Indian people to work at the graduate level striving toward higher degrees. Requiring the trainees to take core courses with other graduates so that a watered down version was not received.*

18. *The University of Minnesota is a well known excellent institution of education. The majority of professors of educational administration are very helpful to the Indian students.*

19. *Program participant unity. Advocacy of program directors within university.*

20. *Educational background when applying for employment.*

21. *Program strictness in objectives.*

PROGRAM WEAKNESSES AS DESCRIBED BY PROGRAM PARTICIPANTS (UNIVERSITY OF MINNESOTA)

1. The insecurities of the appropriation process and expected life of the program. The lack of opportunity of students to choose the area or course of study; the lack of courses preparing one to work for Indians or the B.I.A.; the lack of sufficient stipend to allow one to concentrate on studies full time; the lack of an internship at a facility or institution of the student's choice; the limited utilization of the graduates by the BIA and the Office of Education, H.E.W.; the failure of the BIA and the O.E. to relate the need of the higher education training program before Congress and the Administration.

2. Carrying "dead wood" who are not serious about school or who are not capable of fulfilling their requirements.

3. Too low of stipend, low travel budget.

4. Poor selection of participants and lack of adequate program administration has led to some A.I. students taking advantage of the program. Too many have used the program stipend as a "pension" while they hold full-time jobs and accumulate "incomplete" grades. This has kept many potential scholars from the program as non-Indian administrators are not inclined to discipline those not making adequate progress. Many students simply lack the motivation and preparation to undertake graduate study. A great deal of this poor selection is due to persistent late funding. Often, better qualified applicants cannot delay their career plans in anticipation of "tentative" approval of their application.

5. *Too often, those completing the program have accepted mid-management, teaching, or other low pressure positions. The goal of preparing top-level administrative educators has not been fulfilled to a great degree. I appreciate the opportunity to participate in the Indian Administrative Training Program, but I cannot help but feel that it would be a much more viable instrument for American Indian Development if there was more control and sensitivity to American Indian Administrative problems.*

6. *Not enough money to enable more American Indians to participate.*

7. *Not enough individualization. Lack of funds. Not enough experience with Indian populations regarding specific problems.*

8. *The lack of stipend support as compared to other programs.*

9. *That the practical application of general administrative theory is not more intergrately woven into the program. This might very easily be accomplished through an active internship program in schools serving Indian youth.*

10. *The academic standards of many of the Indian education administration students (at the University of Minnesota). Also need more students who are recognized as Indian by other Indians.*

11. *Trains Indians to assume positions in a non-Indian school as a principal or an assistant principal only.*

12. *More scholarships are needed for Indian students in other fields of higher education. Because education administration has been the sole graduate*

scholarship program for Indian students, many are in this field because they can obtain assistance and not because of an overwhelming interest in educational administration.

14. *Not enough individual attention.*

15. *Students having to work in Indian country 40-hour weeks or 20-hour week. Half-time positions do not exist. It is too difficult to turn down the community when you know problems exist. Advisors should listen to students and acknowledge direction students feels is most appropriate in terms of quarter credits per session and work loads.*

16. *Not enough emphasis on legislation dealing with Indian people. The training received was not relevant to the occupational goals of many of the trainees. If the original intent was to provide Indian educators for the BIA or other Indian organizations, why take public school finance when funding sources are so vastly different?*

17. *No Indian input in the administration of the program even though the director claims every year that next year he is planning to have some Indian assistance. I think we have enough Indian administrators so that employing an Indian Director, secretary, etc., should not present a problem. This is a large enough program so that a full time director should be employed. The director is too busy with his other Bureau of Education and Field Studies to give as much time as is required to do an adequate job.*

18. *Lack of internship experience with appropriate reinforcement and follow-up.*

19. *No internship positions.*

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE AMERICANS

COMMUNITY OPINIONNAIRE

Introduction

The Indian Education Resources Center of Albuquerque, New Mexico, evaluated the effectiveness of the Indian School Administrator Training Program at the Universities of Minnesota, Harvard and Pennsylvania State. These programs were designed to prepare Indian people for administrative jobs in Indian schools or schools with substantial Indian children enrolled and other administrative positions. The programs are now in their fourth year of operation at the institutions named above. As a part of the evaluation process, information about them was obtained from various Indian organizations, Tribes, school boards, and any other groups that had any relationship with the program, or if any individuals responding had had any relatives, friends or anyone they knew that participated in the program. Persons or officials of groups and tribes were asked to complete a short questionnaire and mail it back in an enclosed self-addressed envelope. Names of respondents were not necessary. The evaluators were interested in the information about the program only. The information provided became a valuable part of the total evaluation of the effectiveness of the program.

Population

A total of 415 questionnaires were sent out to perspective sample population and a total of 99 or 24% were returned. Cut off date was

set for April 4, 1975. It is very possible that the percentage of returns could have been higher. The sample population then can be considered to be the 99 responses received. Indian Organization officials were the majority in the responses. Tribal leaders and parents were next highest in numbers respectively. A large number of respondents declined to identify themselves with any group.

INDIAN ADMINISTRATOR TRAINING PROGRAM
AT
HARVARD, PENN STATE, AND UNIVERSITY OF MINNESOTA

COMMUNITY OPINIONNAIRE

N = 99 Total Surveyed: 415 Total Response: 99 or 24%

Findings

Parent	19	14.4%	School Board Member	4	3.0%
Tribal Leader	23	17.4%	Federal Employee	10	7.6%
Indian Organization	48	36.4%	Other	28	21.2%

	Yes	No	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2

Over half of the persons answering the survey questionnaire knew about the Indian Administrator Program at the three institutions.

	Yes	No	NR
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23

Approximately 50% of the respondents thought there were other programs that did a good job of training Indian people for education administration, while 23% declined to answer the item. The next question shows that most of the respondents did not know of other Federal programs that provided similar type of training.

	Yes	No	NR
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7

Majority of those responding said they knew of no other Federal programs that trained Indians in similar type of profession.

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	Yes	No	NR
Do you believe or think this type of program is needed by the Indian people?	85	3	11

This item drew the largest number of response in the positive category. Eighty-five percent of those responding thought this type of program was needed by the Indian people.

	Yes	No	NR
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24

This item shows that over half of those responding knew or had known some person that had taken the training program and had made worthwhile educational contribution to some community. Twenty-four declined to answer the item while 20 answered negatively.

	Yes	No	NR
Are there any other members in the community that could benefit from such a program?	79	4	16

Apparently, many or most of the persons responding felt members in their community could and would like to participate in a program such as those at Penn State, Harvard, and Minnesota.

	Yes	No	NR
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14

Most of those responding thought Indian people had a better chance at success by training in groups as opposed to pursuing similar kind of training on individual basis. This also reflects some of the student's thinking on the matter. Some of the students felt they definitely had a better chance of

succeeding if they remained with a group and continued throughout a training program.

	Yes	No	NR
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9

Reportedly, many Area scholarship programs place a lower priority on making grants available to graduate students. Apparently, majority of those responding feel that advance degree students should have equal eligibility status with undergraduate students.

	Yes	No	NR
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9

Majority of those answering the questionnaire thought the scholarship money should not be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State, and the University of Minnesota. Additional comments by the respondents also suggested that BIA set aside a special funding for such programs rather than rake off the top of the regular higher education allocation.

	Yes	No	NR
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

A little over 50% of those responding either declined to answer this question or felt the tribes didn't know enough about the programs. Many comments reflected the fact that many persons did not know about the programs to admit whether the tribes in general gave support to the program. The student interviews were

no different. They were not certain whether tribes or tribal officials, in general, knew about the programs. Students felt that if the tribes did know about them, they would be supportative of all three programs.

PERCENTAGE	
12.7	Parent
15.3	Tribal Leader
32.0	Indian Organization
12.0	Educational Committee Member
2.7	School Board Member
6.7	Federal Employee (O.E., B.I.A.)
18.7	Other
100.0%	N = 132

	YES	NO	NR
1.	56.6	41.4	2.0
2.	48.5	28.3	23.2
3.	35.4	57.6	7.1
4.	85.9	3.0	11.1
5.	55.6	20.2	24.2
6.	79.8	4.0	16.2
7.	60.6	25.3	14.1
8.	69.7	21.2	9.1
9.	34.3	56.6	9.1
10.	46.5	27.3	26.3

100.0%

N = 99

Please indicate which of the following categories you may be identified with:

_____ Parent	_____ School Board Member
_____ Tribal Leader	_____ Federal Employee (O.E., B.I.A.)
_____ Indian Organization	_____ Other
_____ Educational Committee Member	

CHECK ONE ONLY

	YES	NO	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7
Do you believe or think this type of program is needed by the Indian people?	85	3	11
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24
Are there any other members in the community that could benefit from such a program?	79	4	16
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

TRIBAL AFFILIATION

Sac-Fox	4	Alaska Native	1
Sioux	5	Santee Sioux	1
Chippewa	5	Ojibwa	1
Seminole	4	Munsee	1
Cherokee	3	Ottawa	1
Rappahannock	3	Blackfeet	1
Comanche	2	Hidatsa-Ft. Berthold	2
Rosebud Sioux	2	Crow	1
Powhatan	2	Susquehanna	1
Creek	2	Hupa	1
Choctaw	2	Kootensi	1
Oglala Sioux	2	Arapaho	1
Apache	2	Suquamish	1
Navajo	2	Osage	1
Crow Creek Sioux	1	Mescalero	1
Seneca	1	Paiutes-Washoes-Shoshones	1
Lumbee	1	Bay Minnesota Chippewa	1
Lac Courte Oreilles	1	Pawnee	1
Northern Cheyenne	1	Minnesota Chippewa-Leech Lake	1
Not Given	34	TOTAL:	65

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UNIVERSITY OF MINNESOTA
EDUCATIONAL ADMINISTRATIVE
TRAINING PROGRAM

Conclusions

Of the total number of participants (45) forty-four (21) percent have completed their training and received advanced degrees since program conception in 1970. The above percentage rate can be attributed to several inter-related factors. Nebulousness of funding status annually affects recruitment and selection. It appears that several of the participants are not specifically motivated to careers in school administration as is outlined by the host institution's proposal. Several of the participants enter the program because it is an opportunity to obtain an advanced degree as opposed to a desire to become school administrators. If the funding situation were established on a more permanent basis the selection process would be improved. The selections committee could relate more concretely student goals to program objectives, thus increasing the number of graduates and minimizing drop-outs and need to give quarterly awards based upon successful quarterly completion.

1. The majority of the respondents (61%) were in the 31-40 age group and had been in the working force until the opportunity for graduate work was made available to them.

2. The program is becoming more of a localized one serving tribal groups from the upper Mid-West.

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3. *Major emphasis of the Program is at the doctorate level as evidenced by the percentage of respondents pursuing doctoral degrees (60%).*

4. *Forty-four percent of participants have presently received their degrees.*

5. *Seventy percent of respondents receive financial support from sources other than the program. Sixty-one percent of this additional income is from employment. This is indicative of the level of stipend support being insufficient for students with families.*

6. *Ninety-one percent of those surveyed working on advanced degrees are involved in Indian affairs at a moderate to high level. The extent of involvement is no doubt influenced by their need to supplement their income.*

7. *Ninety percent of those surveyed indicated the training they received was either good or excellent.*

8. *Ninety percent of the respondents feel adequately prepared to assume leadership positions in any of the following capacities: in their own tribe; in any tribe; and within a non-Indian society.*

9. *Ninety-two percent of the respondents felt the program should be continued.*

10. Ninety-one percent of the respondents indicated they have increased their salary range after attending the Educational Administrative Training Program.

11. Sixty-five percent of those surveyed have increased their decision-making authority and level of responsibility as a result of attending the program.

12. Seventy-eight percent of respondees indicated their expectations of the program were met from generally to very definitely. Their expectations focused primarily on obtaining as advanced degree and becoming administrators.

13. Fifty-six percent of those surveyed indicated their goals were to become school administrators.

14. Ninety-one percent of the participants responding have increased their annual salary often attending the Educational Administrative Training Program at the University of Minnesota.

15. Sixty-five percent of the respondees have assumed position of greater responsibilities and decision-making authority after attending the Program.

16. Seventy-eight percent stated their expectations of the program were met from generally to very definitely. Twenty-two percent of the responses given related specifically to increased skills and knowledge of school administration. Thirty-nine percent of the responses dealt with over all increased skills in educational

administration. Other major responses were based upon getting an advanced degree and credibility.

17. *A positive benefit of the program expressed by the students is the opportunity of interacting with other Indian students sharing the same program opportunities.*

18. *Annual late notification of fund detrimentally affects recruitment and selection of students.*

19. *Low stipend level does not permit students to concentrate on studies on a full-time basis.*

UNIVERSITY OF MINNESOTA
EDUCATIONAL ADMINISTRATIVE
TRAINING PROGRAM

Recommendations

1. The Educational Administrator Training Program for Native Americans at the University of Minnesota Graduate School of Education has proven that it can train Native Americans for administrative type jobs. It has proven it with the completion percentage at 44% of the total 48 Indian participants since the inception of the program in 1970. For a program that is meeting its objectives and meeting the needs of Indian people by the production of well-trained education administrators, it should be allowed to continue to meet those needs until such time as those needs have diminished.

2. Grant awards have been made on yearly basis with no one being certain when the grants would be awarded. This method has hampered the program in all aspects, particularly the program stability, and recruitment of high potential students. It appears that it would be best to fund the program on a "three year cycle", thus, eliminating many of the problems caused by late funding.

3. If the funding plan is to continue to be a yearly grant program, then it would be advantageous for both the funding agencies and the institutions for the awards to be pre-determined and the school of education be notified far in advance to allow for adequate planning and recruitment.

4. *A method of establishing a certification of blood quantum for entrance into the program is needed. Issues have developed and ill feelings prevailed over the matter of some students' assumptions that there were many in the program who could not prove Indian blood degree. The institutions seemed less concerned about this matter but it seems the funding agencies need to include in the contractual agreement a definite requirement of a blood certification in the form of a Census Number, a Roll Number or some other bonifide official document of proof.*

5. *It would certainly be an advantage for the Bureau of Indian Affairs to appoint a central figure specifically assigned on a continuous basis to be a liaison between all three institutions, BIA and the Washington Offices. This person would also have the responsibility of monitering the programs, evaluation, and developing progress reports. A program requiring the cost of $265,000 of the BIA Higher Education, annually, certainly should require an accountability factor built into the program.*

6. *The nature of the Administrator Program at the University of Minnesota should be, in some form, clarified to prospective applicants. Several arrived or accepted the opportunity under the assumption that Indian oriented education courses would be a part of the program.*

7. *The program should include an annual inter-program-visitation of the three programs. Students expressed interest in exchanging ideas and sharing thoughts with other Native American students in similar programs.*

8. *Majority of the students felt the selection process at the local tribal community should/needs to be intensified. University officials felt*

8. *(Continued)*

that some of the tribally recommended applicants turn out to be high risk students who are unable to cope with the rigor of a graduate program. There appears to be a need for closer cooperation in the selection and screening of applicants. It was noticed that the program at Minnesota had representatives primarily from the local state. Evaluators felt the University should attempt a more widely representative selection.

9. *Strong considerations should be given to allowing additional time to the doctoral students to complete their requirements. Several students have started their program and had to leave campus for various reasons. These students now find it difficult to continue an on-going dialogue with their Graduate Committees on campus. Professors and Directors feel it would be loss of talent and dollars if they were not allowed to complete the entire graduate requirements.*

10. *A great number of the participants felt the program restricted them to one major field and felt they should have some flexibility to pursue degrees in other fields. All three institutions' students voiced their desire to see the program allow a more open choice for the Indian graduate student.*

11. *The rise in living cost appeared to be placing economic strain on most of the students with dependents at all three institutions. Some degree of increase in the stipend allowance for all the students is apparently needed.*

PENNSYLVANIA STATE UNIVERSITY

NATIVE AMERICAN ADMINISTRATORS
TRAINING PROGRAM

PROGRAM OBJECTIVES
PENNSYLVANIA STATE UNIVERSITY

GOAL: *The basic objectives of the Pennsylvania State University Native American Administrators' Program were to provide opportunities in obtaining change agent skills.*

STATED NEED FOR PROGRAM: *Increasing need for professionally trained school administrators of predominantly Indian enrolled schools.*

The increased number of schools coming under Indian controlled.

Increased number of Indian college graduates aspiring to administrative positions.

STUDENT PROGRAMS: *Professional Programs offered at the master's level and doctoral level to meet the objectives.*

Minimum of 30 credit hours of academic course work of which 20 credits are earned on campus and 10 are earned during an internship in the field.

A masters degree in Educational Administration or in Higher Education.

PROGRAM EMPHASIS: *The M.Ed. degree in Educational Administration can have special emphasis in the following areas:*

1. *Educational Planning and Management*
2. *Alternative Programs*
3. *Special Education*
4. *Minor in Higher Education*
5. *Masters in Higher Education*

The Doctoral Program:

1. *Limited number admitted and funded*
2. *Complete 3 consecutive terms in residence*
3. *Communication and foreign language waivered*

Program Description

As reported in the evaluation of the Native American Program at Penn State in 1974, the University has worked with various Native American tribal groups and institutions to prepare Indian people for administrative and policy-making positions in tribal organizations, Indian institutions, federal and public schools. The need for this type of special program was recognized early by many Native people but it wasn't until 1969 that Dr. James Wilson, III, was able to allocate money through the Indian Desk, OEO, that such a program could become a reality.

Dr. Patrick Lynch, the director of the first year program at Penn State has had a significant influence on the program and its success. Personal interviews with students reflected a great deal of respect for Dr. Lynch's personal involvement in the program since its inception.

The program shows, since 1970 through February 1975, a 64.1% graduation or completion of the total 64 Indian students who have taken the training at Penn State. We can assume the program to be above average successful in the number of students graduating with a graduate degree. Approximately 3 students are expected to complete their requirements for a degree by June of 1975 so it can be safely said that the percentage of success at Penn State with the Native American Program will go higher.

Student participants felt, in general, that the master's program at Penn State was an excellent one but majority felt time spent on campus was too short and they felt they should be given additional time on campus taking course work. They felt the needed exposure to more theory and

additional courses in Educational Administration was necessary. Many of the students felt the program should be expanded to cover other fields other than Education Administration.

The faculty and administrators of the program placed, above all else, the importance of allowing those students who have left campus with incompletes to return and finish their requirements for a degree.

It was agreed that, allowing those students to remain on the list of incompletes would mean to the students and to the BIA:

1. Less than decision-making jobs
2. Less salary earning power
3. Subjected to mid-level management jobs
4. Loss of money by the BIA

A general interest on the part of all the participants and faculty members was the problem of late funding. All agreed that late funding literally hampered the total program operation. Adequate recruitment program could not be implemented because no one knew whether the program would be refunded or not for the following academic year. In essence, it appeared that the total program functioned on credit to the University until funding came through from the agencies.

Students' academic abilities were highly praised by the faculty who had had the opportunity to work with the students in the program. It was evident that no part of the program at Penn State was simplified or "watered down". Standards of the University were adhered to and each student in the program met the required standards just as other students did who were registered through the graduate school.

PROGRAM PARTICIPANT QUESTIONNAIRE RESPONSES

PENNSYLVANIA STATE UNIVERSITY

Responses			Age Groups			Blood Quantum		
Female	8	19%	20-30 years	10	24%	4/4	20	48%
Male	34	81%	31-40 years	24	58%	3/4	6	14%
TOTAL	42	100%	41-50 years	7	17%	1/2	7	17%
			No Response	1	1%	1/4	6	14%
			TOTAL	42	100%	7/8	1	2%
						5/8	2	5%
							42	100%

Forty-two or 66% of the total number of 64 Indian students that have participated in the Administrator Program at Pennsylvania State University responded to the evaluation survey. Of that 42 respondents, 81% were male and 19% female. Majority of the students responding were in the 31-40 years of age group. Approximately 80% of them were below the age of 41. It appears that majority of the participants had received their BA or BS degree and had been among the working force until the opportunity for graduate work was made available to them.

Blood Quantum of Respondents

All the respondents claimed 1/4 or more degree Indian blood. Approximately 50% of those responding claimed 4/4 or full blood while the other half claimed 1/4 or more degree but less than full blood or 4/4.

Year Entered Program		Level Entered Program		Year Completed		Degrees Received	
1970	12	Masters	32	1971	8	Masters	29
1971	3	Specialist	1	1972	6	Ed.D.	2
1972	11	Doctorate	16	1973	8	Ph.D.	
1973	9			1974	7	Other	1
1974	7			1975	2	N/A	8
				N/A	9		

Twenty-nine or 76.2% of those responding had completed the requirements for Masters degree while 2 or 5% had completed their requirements for an Educational Doctorate degree by February of 1975. Records of the entire program show that 61% or 39 of the total number of 64 participants had completed their work and received masters degree. Adding the 2 doctorate degrees, there are a total of 41 or 64.1% completion of the program since its inception in 1970 to February 1975.

Those entering the program at the masters level of work were 32 in number and 29 completed their work. We can assume that the percentage rate of success appear to be approximately 91% for those who responded. We see that in 1970, 12 participants entered the program and 8 completed the requirement in 1971. From this rate of success we can assume that the success rate for the first year was approximately 67%. However, as the program continued, many of those completing masters degree requirements were motivated enough to enter the doctoral level program that prolonged the presence of students on the campus.

Present Status of Respondents

Fifteen students said they had completed all required course work and were continuing work on thesis or dissertation. One student said he/she was attending another institution to complete work for the degree begun in the Administrator Program.

Years Received Financial Support

Of the 42 respondents, 28 or 67% said they received assistance from Administrator Program for only 1 year, while 5 or 12% received assistance the second year in the program. At Pennsylvania State University it appears that their emphasis on the masters degree level work has reflected in the length of financial support given to the participants throughout the entire program. Twenty-nine or 69 percent of those responding said they were either working to support themselves or had acquired assistance from some other source but they remained in school to continue their education. Many commented that it became a necessity to seek outside assistance even while receiving BIA program support.

Loans	3	7%
Grant	5	12%
Scholarship	9	21%
Fellowship	2	5%
Employment	6	14%
Other	4	10%
	29	69%

As can be seen, many of the 42 students who responded were attending Penn State on a variety of financial resources. After one year of BIA

support, many were able to acquire assistance from various sources and some, as reported, had to resort to other sources in order to make ends meet. In actuality, when the students were asked: Did you receive income from any source other than the Education Administrator Program while pursuing advanced degrees? A total of 39 or 93% of those 42 respondees said they were or had received income from other source. Twenty or 48% of them said they received assistance from BIA, so we can assume that these students were participating in the program under the DI-510 which allows a Federal employee to receive training while receiving the regular salary they were getting while employed by the Federal Government.

After being in the program students were asked if they had elected to pursue further graduate work and what kind of a degree were they seeking now. Their responses were as follows:

Ed. D.	11	26%
Ph.D.	12	29%
Other	3	7%
No Response	16	38%
	42	100%

During personal interviews, many of the students felt the Administrator Program had opened doors for them to seek further degrees. Many felt all they needed was an opportunity to enter graduate school and once in, they found or were motivated to seek a further degree. It appears that those that elected to pursue the doctoral degree were highly motivated to continue their education. The 23 students (55%) pursuing the

doctorate far outnumber those who either elected not to continue work toward a higher degree or to return to the work force. Some students did comment that if BIA had not provided the opportunity to go to graduate school, they would have attempted to find other programs to help them but were not certain how successful they would have been.

Funding for Further Degree

Question: If you are working on a degree beyond the Masters degree level are you still receiving funding support from the original Educational Administrative Program?

Yes	3	7%
No	24	57%
NA	15	36%
	42	100%

Of those responding (42) 3 students (7%) said they were still receiving financial help from the Administrator Program and 57% or 24 of the students of the total 42 responding said they were not receiving any money from the program. The 24 students who elected to pursue a higher degree than what they came to get in the program were asked to state from what source they were getting financial assistance to continue their graduate work. Those comments are as follows:

1. Graduate assistanceship - Scholarship
2. I never did receive any money from the Education Administrator Program. I paid my own tuition and board and room. I did receive my salary.
3. Self

4. *My own savings - some from the Tribe (Navajo).*
5. *Undecided at this point.*
6. *GI Bill/Scholarship - American Indian Law Center, Albuquerque, New Mexico.*
7. *Financial support coming from present employment. I do need additional support at least funding for a Summer's term back at Penn State University.*
8. *Personal/Scholarship*
9. *As an employee of the BIA*
10. *Still on second term masters program*
11. *Hopefully a DI-510, plus a scholarship to pay for my tuition.*
12. *Ford Foundation/BIA Scholarship*
13. *Personal funds and area approved assistance from training funds.*
14. *I am presently working and will pay for part of my summer work. Program will pay for portion I am unable to pay.*
15. *I am not continuing any graduate work at this time.*
16. *I am pursuing a certification in school Psychometry. I go on my own during the summer.*

Question: I have been/or was able to maintain personal involvement in Indian affairs at a:

Low Degree	*3*	*7%*
Moderate Degree	*12*	*29%*
High Degree	*27*	*64%*
	42	*100%*

Of the 42 students responding, 39 or 93% felt the program at Penn State had allowed them from moderate to high degree to participate in Indian affairs related activities as a part of the total training program. This high response could account for the programs' design to require on-site internship to be served by each student in the masters level work.

Question: The Administrative Training I have received has been:

Inadequate	0	0%
Fair	2	5%
Good	17	40%
Excellent	23	55%
	42	100%

Ninty-five (95%) percent of the 42 responding rated the program at Penn State from good to excellent. Over half thought the program had been an excellent training program. However, a great number of those who participated in the on-site group interview by the evaluators, felt the interning part of the program actually shortened time spent on campus taking course work. Many thought or would like to take more theory and administrative type courses as opposed to being rushed through in one year for a masters degree.

Question: I feel I am well prepared to assume an administrative position in some capacity:

In my own Tribe	7
In any Tribe	3
Within a non-Indian Society	6
In all of the Above	36
N/A	2

Participants were allowed to check more than one item for the question above. Apparently, a majority of them felt the training they received prepared them to be able to apply their skills in any kind of educational setting. Thirty-six or 86% of the 42 that answered the questionnaire felt they could be administrators in most educational settings.

Question: The Education Administrator Training Program should be:

Continued as is	3	7%
Continued with some improvements	29	69%
Continued at another institution	1	2%
Discontinued	1	2%
No Response	8	19%
	42	99%

Majority of the participants were satisfied enough with the program to say that it should be continued with some improvements. Nineteen percent of the 42 participants responding elected to not answer the item. The question allowed for comments from those persons answering the question. Those comments are as follows:

1. *Excellent program - would like one on West coast.*
2. *Anything has room for improvement.*
3. *The improvement should be the method of receiving funds from the BIA.*
4. *Part of the Training Program should be continued in the form of on-site seminars concentrating on field-related developments.*
5. *Students are rushed through the program too fast.*
6. *Provide more field trips as an addition at Indian Leadership meetings.*
7. *Make it competitive*
8. *Need more equipment such as: Better typewriters. Parking space for participants and more space on campus for offices also are needed.*
9. *Located near greater Indian population*
10. *More involvement in current Indian affairs; Involvement as far as conferences and job market opportunity.*
11. *Participant selection process*
12. *Penn State has a very good program.*
13. *Program should be adequately funded.*
14. *The program, as it is, has its merits. However, the location of the institution should be reconsidered with some Universities located near Indian reservations or near Indian population.*
15. *Continued at Universities in the Southwest - more convenient for most Tribes.*
16. *Administrator Training should have students as much as possible in the mainstream classes.*

17. *Academic courses more related to Indian Affairs.*

18. *Additional funds are needed to visit Indian Education Institutions.*

19. *Branch out to other disciplines.*

20. *Expanded*

21. *Excellent at Penn State*

22. *Courses in federal regulations and contracts*

23. *Put high priority on a West coast location.*

24. *Establish one at Oklahoma University for us in Oklahoma.*

Received BA or BS Degree			Number of Years Worked in Education		
Before 1960	8	19%	1 - 3 years	14	33%
1961 - 1965	10	24%	4 - 7 years	10	24%
1966 - 1967	4	10%	8 - 11 years	11	26%
1968 - 1969	8	19%	12 - 15 years	5	12%
1970 - 1973	12	28%	16 - 20 years	0	0%
	42	100%	Over 20 years	2	5%
				42	100%

Greater number of those responding had received their undergraduate degrees during 1960's (72%) as compared to those receiving their undergraduate degrees in 1970's (28%). We can assume that majority of the participants were mature individuals who had had work experience for an verage of 5 to 6 years. Approximately 62% of the 42 students responding had had 4 to 15 years of work experience. Their work experience included the following occupations, as stated, by those that responded:

1. High School Teaching
2. Secondary
3. Indian Education
4. GS-12
5. Project/Program Coordinator and Classroom Teacher
6. Staff Personnel
7. Junior College/Pre School
8. Teacher, Counselor, Education Planner, and Education Specialist
9. K-12
10. Teacher, Department Head, Education Specialist, and Assistant Superintendent

11. 6th and Secondary School Teacher

12. GS-9, Civil Service Rating

13. Elementary School Teacher

14. Elementary, Secondary, and Post Secondary Teacher

15. Education Administrator (Project Director)

16. Middle School and College

17. College

Before Entering Program I was:			After Completing Program I prefer to be:	
Classroom Teacher	19	46%	School Administrator	23
Education Specialist	4	10%	Conduct Educational Research	8
Program Administrator	3	6%	Teach in College	11
Project Director	4	7%	Become Education Specialist	10
Student	2	5%	Assume Leadership in my Tribe	10
Other	10	25%	Work for my Tribe	9
	42	99%	Not Sure	1
			Other	8

The participants were asked to provide information about the kind of jobs they had had before entering the program. Almost half of them (46%) were classroom teachers and only 3 or 6% were in some kind of an administrative positions. Ten or 25% declined to answer the item. One half of the question which asked the participants to select from a list of options of their preference of jobs after completing the program. Several students selected more than one option which inflated some of the items under the question regarding job preference. This

item attempted to identify the type of jobs, to which, the participants aspired. One may note the table showing salaries of participants before and after the program training. If the participants did aspire to obtain higher paying positions, then we can say that majority of them accomplished their objectives.

Salaries of Participants

Before Entering Program Salary Earnings			After Completion of Program Salary Earnings		
Over $20,000	2	5%	Over $20,000	14	33%
$17,000-$19,000	0	0%	$17,000-$19,000	7	17%
$14,000-$16,000	7	17%	$14,000-$16,000	13	31%
$11,000-$13,000	18	43%	$11,000-$13,000	5	12%
Less than $10,000	14	33%	Less than $10,000	0	0%
Unemployed	1	2%	Remain Unemployed	1	2%
	42	100%	No Response	2	5%
				42	100%

A significant finding is seen here in the salary earnings of the participants before coming to the program as compared to their earnings after completing the program. The table above is self-explanatory but it should be pointed out that there were only 2 persons out of the 42 persons in the earning power at $20,000 a year before entering the program, but, since they received the trainings, we see that 12 additional persons have entered the $20,000 a year earning level. Another significant finding, as depicted in the table, is the 14 persons who reportedly were earning less than $10,000 before coming to the program and are now earning higher salaries, leaving

no one in the salary bracket of less than $10,000. For those who have taken advantage of the program and have completed all requirements, it has been an advantage, financially, as well as advancement in responsible positions.

Position I now hold has:

Greater responsibilities and decision-making	30	71%
Less responsibilities and less decision-making	1	2%
About the same as I had before I entered program	3	7%
No Response	8	19%
	42	100%

Seventy-one percent of the 42 surveyed said they were now occupying positions with greater responsibilities with more decision-making authority than they were occupying before coming to the program for administrative training. Only 3 of the 42 said their present jobs are about the same as the one they had before coming to Penn State to receive administrative training. The table showing salaries of participants who are now on the jobs show a significant change in the salary earnings before the administrative training as compared with the earnings after the training.

Participants responding to the survey were asked to provide the title of their positions since they have received their training.

1. Teacher (2)
2. Reading Specialists - Title I
3. Superintendent (3)

4. *Principal (3)*
5. *Education Specialist (2)*
6. *Cooperative Education Program Coordination*
7. *Law Student*
8. *Assisant Federal Projects Coordinator for a large Metro area School District*
9. *Chief, Branch of Educational Liaison*
10. *Indian Education Program Guidance Counselor*
11. *Acting Dean of Instruction*
12. *School Programs Administrator*
13. *Statewide Director, Alaska Student Higher Education Services*
14. *Financial Aid Officer*
15. *Guidance Counselor*
16. *Assistant Superintendent (2)*
17. *Vice Principal*
18. *Director of Higher Education Program*
19. *Tribal Organizer*
20. *Administrator*
21. *High School Counselor*
22. *Chief, Division of Professional Relations*
23. *Acting Special Assistant to the Deputy Commissioner for Indian Education and Education Program Specialist, Office of Indian Education/DHEW*
24. *Classroom Teacher*
25. *Bi-Lingual Education Director, Title VII*
26. *Administrative Intern*

27. School Superintendent

28. Education Program Officer of Indian Education. Much greater responsibility.

29. Education Specialist with greater or increased responsibilities.

Question: What did you expect to gain from the Administrator Program?

Total Response with Comments: 39 93%

Majority of those answering the question, 93% of the 42, contributed comments stating what they had expected to gain from the program. Majority of the comments reveal that greater number of the participants wanted to gain and expected to gain administrative skills that would provide them competency to be administrators of schools. Comments of the participants are as follows:

Participant Comments

1. Skills to be a more competent and efficient college administrator.
2. Competence in educational administration.
3. Leadership position in BIA
4. How to use the system to meet the needs of Indian people.
5. Better position within the field of Indian education; a better opportunity to make a planned change within Indian education by way of my education and knowledge obtained.
6. Experience in education with a possibility of greater opportunity in the Indian service.
7. Additional exposure to problems encountered in the provision of educational delivery services primarily in developing communities.

8. *The Program got me interested in Law School through research I did while at Penn State.*

9. *A Ph.D. in Education Administration.*

10. *Degrees and Professional training which was not available through other programs.*

11. *Masters Degree in Education; experience on large campus, east coast cities; broaden Education Awareness; self acceleration in the field of Education.*

12. *Credentials and educational experience.*

13. *Ph.D. and to be more knowledgeable in the phases of a Program Administrator.*

14. *Career in School Administration as well as additional training in area of school administration.*

15. *Administrative Training and experience. Academic credientials.*

16. *Qualification for administrative positions in BIA*

17. *Greater responsibilities and decision-making authority and the financial rewards commensurate with my abilities - greater input in legislation and programming of Indian Education.*

18. *Pick up expert knowledge to help Hopi Tribe improve their educational system that would be geared to the Indian children.*

19. *The applicant expected to have a greater chance of serving Indian People than before and to advance professionally and occupationally.*

20. *A Doctoral Degree*

21. *Expertise and the necessary credentials to be in a policy making position.*

22. *Individual educational improvement*

23. I have varied administrative experiences as Department Head, Education Specialist, Assistant Superintendent, Legislator Specialist. Lack academic credentials in Education Administration field. I felt Program could feel this gap.

24. To be able to meet others interested in Indian Education who wanted to improve Indian Education.

25. Become an Administrator in the school system thus being able to help more students.

26. Become more responsive to Indian needs (educationally) by being able or allowed a higher degree of authority and responsibilities.

27. Methodologies to use in education

28. Masters Degree in Education

29. Credentials, experience, broader experience, and knowledge of Indian education in general, and administration in particular. Administrative skills and related areas (principalship, finance research, etc.) Normally found in an Education Administration Program.

30. Increased knowledge and insights in Administration.

31. An administrative position or credentials to qualify me for one.

32. I expected to learn new skills to enable me to assume a leadership role in Indian education.

33. More insight into administrative work.

34. Required credits and degree to qualify for an administrative position in the Harrisburg Public School System.

35. Administrative abilities beyond what I already held.

36. Training and experience in education policy and administration and credentials.

37. A basic understanding of School Administration and Research.

38. A broader perspective in educational matters.

Question: To what degree were your expectations from the Program met?

Not at all	2	5%
Minimally	4	10%
Generally	3	7%
Definitely	17	40%
Very Definitely	10	24%
No Response	6	14%
	42	100%

The previous question asked the students their expectations of the program and the majority of them thought it should have provided administrative skills for the participants so they could take their place in the world of school administration with competency. In the question above, they now reveal, to what extent those expectations have been met by the program at Penn State. As can been seen, a very significant number, approximately 80%, were generally satisfied that their expectations had been met by the program. About 64% were definitely certain that they had received the administrative skills they had expected to gain. About 15% thought the program either minimally met or failed to meet their expectations. The reader may wish to refer to the item in reference to students comments concerning what they felt the weaknesses were about the total program.

The participants were asked to comment about what they thought were the main STRENGTHS of the Administrator Training Program at Penn State. Their contributions are as follows:

1. The program itself also the Intern-work
2. A program is as strong as a coordinator's commitment.
3. The participants were included in all aspects of the program. Sound Educational practices were taught.
4. Penn State offers a program which I gained much information from in terms of Indian education and in the field of education administration. The program offered the type of program which was not watered down and provided interaction with other participants of the program.
5. The instructors in the Education Administration Program. (1) The program was somewhat organized around central themes and topics articulated as needed by the Indian participants. (2) Faculty were used as resource persons in special seminars. (3) Follow up is maintained through correspondence with participants. (4) A major portion of the program was geared towards Academic Scholarly activity.
6. (1) Dr. Pat Lynch and the Falculty in general. (2) The Internship part.
7. The original Director
8. Theoretical orientation and writing of dissertation
9. Program personnel, course offerings, campus location, opportunity for involvement, and trips to Washington, D. C.
10. Academic stimulation, field experience and exposure nationally and attaining a high degree of self-confidence.

11. *The name of the Institution*

12. *Good school in Educational Administration; receptiveness of school personnel and staff; good emphasis on Indian legislation, issues, and studies broadening my view in Indian education, etc.*

13. *Administrator Internship; interaction with Indians outside of Alaska; opportunities to attend National and special conferences; exposure to National issues in Indian and Native education.*

14. *The excellent and irm background the Penn State Program gave me for administrative certification as a secondary school administrator with a standard certificate issued by the State and fully honored by the North Central Association of Secondary Schools and Colleges has qualified me for this position.*

15. *Situated away from the Indian population. At a university without tradition of educating Indians such as UNM, ASU, or BYU. In proximity to Washington, D. C. where as a student one can see first hand the decision-making process at the highest level.*

16. *Strong Project Director; teachers interested in program individually counseling to help meet problems; classes relevant to Indian situation.*

17. *Quality of instruction*

18. *Interest of staff at Penn State. Local Area Director (Education) willingness to sign DI-510.*

19. *Providing an educational administration program which actively recruit Indian People.*

20. *Universal approach to Education rather than local or traditional philosophy.*

21. *Indian Directors wide variety of applicant selections.*

22. *People were sincere*

23. *Working in the Internship Program.*

24. *Being exposed to the total education. Becoming aware of processes in securing certain amount of authority - responsibilities utilizing different level of community organization.*

25. *Hard skills that are learned - strong Faculty.*

26. *Degree from accredited institution - outside of Indian World.*

27. *The ability to relate to students in terms of minority educational problems and things that can be done to influence positive interaction of local community.*

28. *(A) Flexibility, (B) Location, (C) Number of available staff and faculty to assist students and Library facilities.*

29. *Leadership support of Department of Education Administration; personal interest of Advisors; emphasis on Social Sciences as background minors.*

30. *Being close to Washington, D. C. and being with individuals with many backgrounds. Institution is very open minded for Indians.*

31. *The academic portion of program is strong. School administration and professors seem to be committed to the program.*

32. *Success in job placement. Notice the taste of participants and compare positions on entering the program with positions after completion. It speaks for itself.*

33. *It is a program - not an individual scholarship or fellowship. The program allows the following which would be difficult and less significant on an individual basis:*

(a) Group experiences: A scheduled credit granting review for program participants. The seminar provides an opportunity for participants to deal with various aspects of Indian education. Also, current educational innovations and concepts discussed in regular classes can be related to Indian education in the seminar.

Field experiences to Washington, D. C. are held to meet with different Indian organizations and governmental agencies including the BIA.

(b) As an organized program, recognition and support are realized from the Penn State University. Tuition has been weavored when participants are on an internship. Note that the University has hired, with hard money, a graduate of the program.

34. *The internship experience is a very definite strength. Participants gain very valuable experience with Tribal organizations, Indian institutions, Federal and State governments and Federal and State Schools.*

35. *Because it is National in scope, a diverse group of participants can be found, not only in terms of geographic area, but also job and background experiences.*

36. *It is not a watered down program. Participants not compete and meet the same standards as any other graduate students. Penn State graduate school requirements must be met.*

37. *Program Director and structured program.*

38. *Having interaction between participants to discuss the various problems in their schools and work toward possible solutions. Also, having programmatic status means other Native Americans will be on campus.*

39. *Flexibility of the program group support from participants, allows for individuality, school usually supportative of program.*

40. *1) Good education facilities, 2) excellent lobbying on P.D. part to insure as much Indian education within various departments.*

41. *Offering recruitment efforts. Off campus study is good. It is good that the program maintained regular contact with participants past and present.*

42. *Studies of immediate method and theories of being a leader in a organization, but others are seldom touched upon. Need particle issues.*

43. *Create the opportunity for capable minorities whenever the opportunity would not exist and then present a well planned, well organized program for acquiring the new skills.*

44. *Excellent quality. Exceptional directorship, genuine concern for all participants, successful placement, and follow through on enrollees.*

The participants were asked to comment about what they thought were the main WEAKNESSES of the Administrator Training Program at Penn State. Their contributions are as follows:

1. *Lack of program support, financial and otherwise, from funding agencies - mainly the Bureau. Program should be funded for 3-4 year period. Doctoral students should remain on campus until all degree requirements are met.*
2. *Seminars need to be improved--more participant involvement. Need to do more things together. Field trips to and discussion with top notch administrators close to school. Need to see administration at work.*
3. *Most tribal people I believe, are unaware of these programs that could be an asset to them.*
4. *Lack of stipends for all participants. Insensitivity of some University professors toward minorities.*
5. *Lack of funding to allow for pursuance of Graduate degrees at other disciplines.*
6. *Lack of funding. A stronger committment of Indians to administrative training.*
7. *Program located too far from Indian reservations.*
8. *Being hit with so many different ideas at once, that it was very difficult to digest them all the time.*
9. *University sometimes did not include the Native Programs into the regular school program. Native training Programs should be part of the University's curriculum if the University wants to take on the program and open to even non-Indians as a regular college course.*

10. Distant from where the action is - thus realistic problem are not included as much as could be in program.
11. Many times the professional staff at the various Universities are unaware of the Indian problems on or near reservations.
12. Support from Washington, D. C. (Central Office) for funding recognition of participants who have completed program.
13. Job placement and rapport with possible employers and especially Federal agencies.
14. Recruitment of BIA personnel primarily. To my knowledge I am one of the few non-BIA participants in the program. Many are related through marriage/kinship or through their BIA employment.
15. Lack of full support financially.
16. Limited funds for living expenses. Temporary nature of these type of programs because of limited funds.
17. Need more funding for continuence of funding for those wishing to pursue further studies. More funding for intern travel to attend Indian and non-Indian education oriented conferences and meetings.
18. Failure to have all Indians of the Institution as members of a United Indian Group.
19. Too far from home. High cost of living.
20. Not enough good office equipment. No parking facilities, lack initial information about campus procedures and what is available and where, and lack of reasonable housing.
21. Non-competition or segregated program.
22. The Institutions are too far in distance from the Indian population. Rushed through program. Too many BIA Indians in program. Need others for diversity and who are not afraid to make change within

and from without the BIA. There was a limited amount of participants who got together in teams to approach problem solving. Indian school administrators should be contacted to provide current feed-back from the field; mainly to be utilized as resource persons. A priority should be put on research activity and problications for future reference use and could be channeled in as one major component of an administrator's program.

23. No communication from the Indian program to the student level. Needs to be more organized and helpful to incoming students.

24. A chance or opportunity to observe. Become involved, meet and/or visit agencies, organizations which can give you added insight into these organizations at a regional and national level. Most people, I would say, who attended the program had not had the previous opportunities and experiences to obtain first hand knowledge of such agencies.

25. A weak coordinator or one not being aware of the different opportunities available to the participants.

26. Lack of BIA support in moving participant into leadership position. Limited amount of funds. There should be more Indians taking advantage of higher education. Not enough money for participants to travel to education conferences, federal agencies, visit tribal education programs. Not diversified in terms of areas of education. I feel off campus study courses could be improved upon through expansion. Offering more courses of this type. Excepting credits obtained off campus from other accredited schools. Location of program could be more beneficial if it were more centrally located

in Central Pennsylvania (Harrisburg). More graduate courses at the Branch in Harrisburg (Capital campus).

Funding is always a hassle, there doesn't appear to be a strong committment, by funding agencies to support these programs. As more and more Native Americans become "qualified", we represent a threat to the white career bureaucrat. The argument against these programs are that the Native American undergraduates have priority in funding and that these Administrative programs have accomplished their goal. I strongly disagree. These programs could be in operation for 10 years and still not have qualified administrators to function in Indian schools. This questionnaire is a mere formality, the decision not to fund these programs has already been made.

Less room for practical issues, especially for young and inexperienced candidate. I think experience and inexperiences administration might be dealt with differently and separately in some cases, there could be more workshops and seminars for young and inexperienced candidates, especially in lines of regulations and contracts.

Time and funding, organized trips to Washington, D. C. and hearing respected leaders on Indian education in a seminar setting would be highly beneficial to our education and experience. I feel this would have been done had the department felt they had sufficient funds.

Needs to get more Oklahomans in program.

27. Lack of money to support the program, no stability in funding. It appeared that various agencies are constantly attempting to cut back funds and curbing any necessary educational travel for the students.

28. Did not look for negative factors. While I was in the program, the program was flexible enough to meet the individual needs of each student.

Question: Indian Tribes are, and have been, supportive of the program.

Agree	36	86%
Disagree	0	0%
Undecided	5	14%
	42	100%

The question above drew agreements from 86% of the 42 persons surveyed and 5 or 14% were undecided or were not certain whether Indian Tribes, in general, were supportive of the program. However, on-site visits revealed that majority of the students on campus were not sure many Tribes even knew about the program's existence.

Question: I became a participant in the program because of the following:

Recommended by Tribal leader, Indian organization	4
Project recruitment efforts	17
A friend	15
Heard of the program through government agency, i.e., BIA, O.E., etc.	10
Other	8

About three-fourths of the 42 persons responding found out about the program through the University recruitment efforts or through their friends. Some of the participants checked more than one block, thereby, attributing their knowledge about the program to one or more persons or agencies. Ten participants claim to have learned about the program from some government agency.

Program Completion

I have completed the program	20	48%
I have not completed the program	16	38%
No Response	6	14%
	42	100%

The current reports from Penn State University (1975) show that, to date, a total of 39 Masters Degree and 2 Doctor's Degree have been awarded to the total of 64 participants that have been in the program since its beginning in 1970. The above table is somewhat misleading for it only reveals the responses of 42 participants that responded. Some of the 20 students who state that they have completed the program are also part of those 16 who state they have not completed the program. Quite a number of the students elected to pursue a doctorate immediately following completion of work for the masters degree. Those in the doctoral program are among those who have not completed the requirements for a degree.

ON-SITE VISIT
Personal Interviews
Faculty
Penn State University
February 19, 1975

Dr. Walter DeLacy, School Plant Planning and School Law

Dr. Gary Johnson, Economics of Education

Dr. Frank Lutz, Politics of Education

Dr. Donald Willower, Organizational Science and Theory

Dr. Gerald Gipp, Director and Educational Administration and Foundations

Quality of Students in American Indian Program

The Indian students in the program have the ability and can do the work as well as anyone else. The merge right in with the rest of the graduate students. It would be money well spent if they should be allowed to come back and finish their degree program. We sell them short if we don't allow them to finish their degree program.

There are about 8 or 9 students out there who started their degree program and never have finished. The quality and caliber of students have been exceptionally high and their committment to the program is exceptionally good. The intensity with which they embarked on the graduate work was also exceptional. We would be losing dollars in-return if we allow those students to not contine their work to complete their doctoral degrees. An additional term or 2 terms would macimize the dollar returns. Too much money is already invested in these students to this point, so why not complete the job by letting them finish. The returns will be much greater than what has been spent already.

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ON-SITE VISIT
Group Interview
Penn State University
February 18, 1975

Students were given time, as a group, to discuss freely their thoughts, opinions, and express themselves about the Administrator Program at Penn State.

Comments

(1) The problem of late funding has been a major problem every year. It affects the quality of students we get in our recruitment. We have lost many good potential students simply because no one knew if we were going to get funded or not for the following year. Good students would apply but if they received no positive encouragement from our program, they would seek admission and assistance from other institutions. Many students could not wait until the last minute to pack up household goods and their families and move across the entire country. An example is last year's funding. We were told we would not be funded and no one really knew what would happen until the last minute. It appears that OE or BIA needed or someone needed to pay closer attention to the funding aspects of the total program.

Funding problems affects recruitment, in fact it hampers the program, the students and future students. We have lost many high quality students because of uncertainty on the funding. An average of 50 to 75 letters are received throughout a year from prospective students inquiring about admissions to the Indian

Program. Because of our uncertainty about program funding, we are reluctant to encourage them to apply. Last year, we heard that the program for 1973-74 would not be funded so we all assumed that it was on its way out. We can't make any committments to applicants with this kind of situation.

(2) It is difficult to make a six months committment to pack up and travel across the country, particularly, if you have a family. It seems that 6 months is too short to commit yourself to. I believe it should be at least 12 or 18 months program. We try to cram everything into 6 months and then we go out on internship.

(3) When a person comes here for a masters degree, he/she is on campus about one term and when they get their couse work done, they are gone. They should be allowed more time on campus. Possibly more courses on theory. An advantage is that the University allows us to receive 10 hours of credits for the internship we serve without cost to us or to the program, so this is an advantage to our program.

(4) The number of students that have entered the doctoral program has created some internal problems for us because our main thrust has been in the production of masters degree people. We decided to ask them to come back and pursue their work toward a Doctor's Degree and the Director of the American Indian Program and a committee in the University Education Administration Department has been working with doctoral students. We have

had 2 complete their requirements for Doctor's Degree, Gerald Gipp and Gabe Paxton. Presently, John Tippeconnic is almost finished with his doctoral requirements and should be out by June 1975.

(5) Some people feel that location of the program in an eastern university is out of the Indian country but it appears that no matter where it is, a student has to travel anyway. So it doesn't seem to be a major factor.

(6) What is the incentive for BIA people to come and get a higher degree when they really can't get a salary increase or upgrade in position to equate their education?

(7) Those that came for a Masters Degree decided to stay for a Doctor's Degree but we felt like they should be screened very close before they would be admitted into the program. Most of us feel that our screening and selection process should be much more rigorous than we have had in the past.

(8) The Indian Program provided:

a. Motivation for some to pursue higher degree

b. To want a degree from a prestigious school

c. To go to graduate school

d. To acquire current skills in Education Administration

e. An opportunity to pursue graduate degree

Tribal Affiliation of Those Responding

Haida	*Comanche (2)*
Creek	*Hopi (3)*
Oglala Sioux (2)	*Eskimo*
Chippewa (2)	*Santa Clara*
Mandan	*Jicarilla Apache*
Hidatsa	*Osage*
Navajo (8)	*Eastern Band of Cherokee*
Paiute	*Cherokee*
Shoshone	*Blackfeet*
Kiowa (5)	*Lumbee*
Tlingit (3)	*Luiswno - Sioux*
Choctaw (5)	*Thlingit Sioux*
Sac and Fox	*Mandan Hidatsa*

Conclusions

The results of the study shows the program at Penn State to be more than just half successful. It reveals a 64.1% of the total 64 Indian students that have participated in the program since 1970 through mid-year 1974, have graduated with a degree. There were a total of 32 individuals who entered the masters program and 29 or 91% have completed their requirements for a degree.

The program at Penn State allowed the students to maintain their personal involvement in Indian Affairs at a high degree as indicated by the survey. Approximately 90% of those surveyed (42) said the training they had received had been excellent.

The evaluation results reveal that the average cost per student at Penn State is approximately $9,600 per year. This compares about the same as the average cost per student in several colleges and is slightly below many of them.

Considering the number of individuals who attended the program at Penn State and the positions they presently occupy, and, in relation to the objectives of Indian Administrator Training Program, it can be said that the American Indian Program is effective and has been highly successful as the following supportive data reflects:

1. Based on the number of degrees received (41) by the total number of participants (64) in the educational administration program at Penn State, the success completion rate would be at 64.1%. This reflects an over-all programmatic percentage

and does not take into consideration this years students or the doctoral programs presently being pursued. By June of 1975, the percentage rate will undoubtedly be significantly increased as doctoral candidates complete their requirements and the current group of Masters' Degree students receive their degrees.

2. The majority of the participants received their advanced degree within one year and a summer and went on to assume significant leadership positions in Indian education.

3. Sixty-nine percent of the respondents indicated they received financial support from sources other than the program. It appears that the stipend is insufficient to meet the needs of students with dependents and out of necessity must seek other sources of income.

4. Ninety-three percent of the respondents indicated their involvement in Indian affairs was maintained from moderate to high level during their status as graduate students.

5. Ninety percent of the responses indicated the participants felt the training they received was <u>good</u> to <u>excellent</u>.

6. Eighty-six percent responding felt they were well prepared to assume leadership functions in any of the following: in their own tribe, in any tribe, or within a non-Indian society.

7. Seventy-one percent of those completing their training indicated their responsibilities and decision-making authority had increased subsequent to their program participation.

8. Sixty-six percent of the respondents felt that the majority of Indian Tribes were supportive of the Training Program.

9. Seventy-one percent of those surveyed indicated their expectations of the program were met either generally, definitely, or very definitely. The majority of the participants expected to gain one or more of the following: (a) A degree, (b) Credentials, (c) Increased skills, and (d) Increased level of Responsibility.

10. There was a definite need to improved communication between funding agencies and the institution.

11. Uncertain funding on a yearly basis appeared to have hampered the recruitment program and the total operation of the program.

12. The survey indicated the individuals who responded were aware of others who had gone through the program and were making significant educational contributions to Indian people.

13. Respondents felt the program should definitely be continued as it was needed by the Indian people and the need for such programs would continue for several years.

14. The programmatic status of the educational administrative training program is more conducive to recruiting, retaining, and graduating Indian students as opposed to academic pursuit on an individual basis. Group support is a definite attribute of the program. Special training programs provide a more convenient access to higher education for Native Americans.

15. *It also appears that a group training such as those at the three institutions provides some assurance to the funding agencies that a more than average successful completion can be expected.*

PENNSYLVANIA STATE UNIVERSITY
INDIAN ADMINISTRATOR PROGRAM

Recommendations

1. The Educational Administrator Training Program at the Penn State Graduate School of Education Administration has proven that it can train Native Americans for Administrative type jobs. It has proven it with the completion percentage at 64.1% of the total 64 Indian participants since the inception of the program in 1970. For a program that is meeting its objectives and meeting the needs of Indian people by the production of well trained education administrators, it should be allowed to continue to meet those needs until such time as those needs have diminished.

2. Grant awards have been made on yearly basis, with no one being certain when the grants would be awarded, actually hampered the program in all aspects, particularly the program stability, and recruitment of high potential student. It appears that it would be best to fund the program on a "three year cycle," thus, eliminating many of the problems pointed out in the study, as caused by late funding.

3. If the funding plan is to continue to be a yearly grant program, then it would be advantageous for both the funding agencies and the institutions for the awards to be pre-determined and the school of education be notified far in advance to allow for adequate planning and recruitment.

4. It would certainly be an advantage for the Bureau of Indian Affairs to appoint a central figure specifically assigned on a continuous basis to serve as liaison between all three institutions, the BIA and the Washington Offices. This person would also have the responsibility of monitering the programs, evaluation, and developing progress reports. A program requiring the cost of $265,000 of the BIA Higher Education, annually, certainly should require an accountability factor built into the program.

5. Strong considerations should be given to allowing additional time to the doctoral students to complete their requirements. Several students have started their program and had to leave campus for various reasons. These students now find it difficult to continue an on-going dialogue with their Graduate Committees on campus. Professors and Directors feel it would be loss of talent and dollars if they were not allowed to complete the entire graduate requirements.

6. A great number of the participants felt the program restricted them to one major field and felt they should have some flexibility to pursue degrees in other fields. All three institutions' students voiced their desire to see the program allow a more open choice for the Indian graduate student.

7. The rise in living cost appeared to be placing economic strain on most of the students with dependents at all three institutions. Some degree of increase in the stipend allowance for all the students is apparently needed.

APPENDICES

APPENDIX A: INITIAL PROGRAM DESIGN

APPENDIX B: EVALUATION INSTRUMENTS

APPENDIX C: COMMUNITY SURVEY QUESTIONNAIRE

APPENDIX D: BUDGET DATA

APPENDIX A

INITIAL PROGRAM DESIGN

INDIAN LEADERSHIP TRAINING PROGRAM
EVALUATION

(DRAFT DESIGN)

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DELLA WARRIOR'S RESUME	179

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INDIAN LEADERSHIP PROGRAM EVALUATION
PROJECT APPROACH DESIGN
NOVEMBER 1974

Step I

To begin the project immediately or within two weeks, I would suggest we bring on Della Warrior for 60 days beginning the first of December and let her begin compiling a complete current list of student addresses, past and present from the three institutions. As soon as she has completed this phase, the mailing-out of the questionnaire attached should begin. Jerry Harjo could assist in mailing and compiling the data as they return. A follow-up letter and questionnaire could also be handled by Della and Jerry. The analysis and the treatment of the data can be handled by all members of the team. At this time, communication should also be established with the Administrative offices and Business office persons to make preparations to review financial records dealing with the Leadership Programs. This must be done in advance.

Step II

A structured interview questions need to be established by our office. These questions will need to be carefully structured to elicit responses from those (1) who directed the program, (2) University Administrators, and (3) instructors who taught courses to the participants. Students who are currently participating in the program will have had completed the questionnaire but they could be sampled again and allow them to contribute verbally to the interview portion of the evaluation while a second person reviews the budget aspect of the program. These two activities could progress simultaneously at the time. It will be necessary

for the team to make prior arrangements with university officials to review any and all records pertaining to the Leadership Program.

Step III

As soon as the records review and personal interviews have been completed, the team would return and combine their findings with the data compiled from the questionnaire and complete a draft report to be cleaned-up and edited for final reporting. The final editing and organizing the report will be the responsibility of the team leader. Final reporting should be depicted on the time-table.

Project Approach Technique (PAT)

Since the project will require no more than four persons at any one time (Ms. Della Warrior, Mr. Jerry Harjo, Dr. Hopkins, Dr. Leitka), and only two persons throughout most of the entire project, the design of the activity can be somewhat associated with that of Project Approach Technique. Primarily because of the efforts required of a small number of people and the operation of the project depends a great deal upon the mission and the availability of resources. That is, if there is a need to associate the project with any kind of design or a model.

Further discussions should entail: (1) interview questions, (2) clarification and revisions of the design and, (3) time-table from start time to finish time.

Additional Staff Needed

The evaluation of the Indian Leader Training Program at the following institutions: (1) Harvard University, (2) University of Minnesota and, (3) Pennsylvania State University is going to require a member of the team to possess more than an average familiarity with budgeting and finances dealing with programs at these institutions.

I have reviewed such a background in Della Warrior's brief resume attached. She has extensive background in directing and reviewing program budgets and expenditures. I am convinced she will provide us with high quality work and professional representation of the evaluation team.

Duties

The duties of this position will require the individual to have at least a Master's Degree in Educational or Administration Programs or in Education and/or equivalent in experience working with educational programs, particularly the finance and budgeting aspect of programs. The task will require the individual to spend at least 50 percent of the time reviewing the financial aspect of the total budget of each program in terms of; expenditures for materials, administrative costs, overhead, cost per pupil, etc. This person must have the knowledge and capabilities to conduct a comparative correlation of the expenditures with that of other evaluative data to define cost effectiveness of the program. The outcome data must be substantive in nature so as to provide reliable information for decision-making.

Budget

Salary:	*$1,538.00 per Month at GS-12 Level*	*60 days*	*$3,076.00*
Travel:	*$1,800.00 (To three institutions)*	*2 @*	*$1,800.00*
		TOTAL:	*$4,876.00*

RESUME

General Information

NAME: Della C. Warrior

DATE OF BIRTH: November 6, 1943

ADDRESS: 8204 Fruit N.E., Albuquerque, New Mexico 87108

MARITAL STATUS: Single

NO. OF CHILDREN: 2

Education

1966 Northeastern State College, Tahlequah, Oklahoma, B.A. in Sociology.

1971 Harvard University, Cambridge, Massachusetts, Ed.M.

1973 University of New Mexico, Albuquerque, New Mexico, Phd. candidate, Educational Administration.

Employment Experience

1964-66 Carnegie Cross-Cultural Education Project, University of Chicago, Part-time Research Assistant.

1966-67 University of Kansas Indian Education Project, Part-time Research Assistant.

1967-68 East Central Kansas Community Action Program, Ottawa, Kansas, Director of Social Services, Head Start.

1968-69 Far West Laboratory for Educational Research and Development, Berkely, California, Research Assistant.

1969-70 Ponca History Project, White Eagle Community Development Association, Ponca City, Oklahoma, Director.

1969-70 Clyde Warrior Upward Bound Project, Northern Oklahoma College, Tonkawa, Oklahoma, Assistant Director.*

1971-72 Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, Research Assistant.

*Researched, developed and coordinated funding for this all Indian student UB Program.

Employment Experience - continued

1972-73 Episopal Church, General Convention Youth Program, Albuquerque, New Mexico, Director Region III.

1973-74 Navajo Community College, Tsaile, Arizona, Educational Field Coordinator.

Professional Affiliations

Phi Delta Kappa, member.

National Indian Education Association, member.

Memberships and/or Consultant to:

National Indian Youth Council; served on Board of Directors, 1968-1970.

White Eagle Community Development Association, Ponca City, Oklahoma (organized, implemented funding, consultant), 1968-71.

Clyde Warrior Ponca History Project, developed the program, funded through the National Endowment for the Arts and Humanities, Project Director, 1969-70.

Mayor's Youth Opportunity Council, member, 1969-70.

Institute for the Development of Indian Law, Board member, 1971 to present.

Southwest Intergroup Council, Board of Directors, 1968-72.

Native American Multi-Tribal Educational Consultants, Board member, 1971 to present.

General Convention Youth Program, Executive Council, Episcopal Church, Consultant to Advocates of Indian Youth Empowerment.

National Indian Training and Research Center, Consultant.

Task Force - "Education of the Public" - New Mexico Inter Church Agency.

Consultant to Division of Experimental Schools, Office of Education, 1971.

1968-69 *A Project Director of the White Eagle Community Development Association, Ponca City, Oklahoma. As Director she supervised staff, planned program with staff, reviewed budget and assigned duties through developed schedules. This organization was initially organized by Ms. Warrior. She was responsible for its creation, development and subsequent funding of the organization which still functions today serving primarily the young Ponca youth.*

1968-69 *Ponca History Project, Ponca City, Oklahoma. A study of a short duration that provided her more experience in research and evaluation activities, particularly data gathering experience. She developed the program funded by the National Endowment for the Arts and Humanities. Approximately 20 individuals were under her supervision.*

1970 *Upward Bound Program at Northern Oklahoma College. Della helped with proposal review and worked directly with the budget portion of the program. She served as Assistant Director, but had responsibility of the Director, since the Director worked only 10% on the project.*

1973 *Navajo Community College. Participated in a National Survey conducted by the College. She traveled extensively gathering data pertaining to Federal Projects and expenditures relative to Indians in higher institutions.*

1971-72 *Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico. A Liaison official for the Center and the many Indian*

Advisory groups that worked closely with the Laboratory. She assisted in the development of a Communication Arts Program designed to improve communication skills of disadvantaged minority youth.

1972-73 *General Convention Youth Program sponsored by the Episcopal Church. Director of a Regional Project, devoted to serving Indian Youth. She reviewed proposals and forwarded budget recommendations based on evaluative data.*

1974 *Graduate Intern at IERC while attending graduate school at the University of New Mexico. A major paper written by Della dealt with number of Federal Projects that were funded to assist Indian people. She was given access to files and records of project budgets from which she reviewed in terms of the programs' overall impact on Indian people.*

12/10/74

Gene:

In discussions with Dr. Sockey, Dr. Benham and Bob Hall, the following decision areas should be included in the Education Leadership Evaluation.

1. What relationship does the program have to grassroots determination of priorities in Education, and in non-Education programs.

2. What is need as comapred to availability of other programs? To what extent is this the only program available to the participants? ~~AXEM~~ Are there other Federal Programs available to the participants?

3. What is the cost-effectiveness factor of the program?

4. What is happening to the students who complete the training?
Are they gaining advancement professionally?
Are they getting higher salaried jobs?
What kind of professional contributions are they making?

5. Somewhat related to #2 above, what is the general situation regarding need for such a program for Indian Educators?

6. What types of institutional support does one find at the respective campuses? Does the university contribute or do they depend wholly on the BIA to support the program. What can be the institution show to indicate they they see more in the program than it contributes to their stature.

7. Is the program institutionalized?

DDS

APPENDIX B

EVALUATION INSTRUMENTS

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE NEW MEXICO 87103

IN REPLY REFER TO:
Evaluation, Research
and Development

EVALUATION OF INDIAN ADMINISTRATOR PROGRAM
January 1975

Dear Community Member:

An evaluation of the American Indian Administrator Training Programs at Harvard, Penn. State, and the University of Minnesota has been underway and as a part of this activity, we are asking people at the community level to complete the questionnaire enclosed and return it to us as soon as possible.

In the evaluation process, the questionnaire will contribute a major portion of the data we are seeking to determine the program effectiveness. In addition to the survey, site visits are being conducted to each program to interview the students, directors, and the university officials who have a working relationship with the Administrator Program. This part of the evaluation is a survey among Indian people at the community level, Indian organizations, and tribal leaders who would have some knowledge about the programs and their feelings about the programs' impact on Indian education.

Please complete the one page questionnaire and mail it back in the enclosed envelope as soon as possible.

Your participation is appreciated and will be an important part of the evaluation.

Sincerely yours,

Thomas R. Hopkins

Thomas R. Hopkins
Chief, Division of Evaluation
Research, and Development

Approved:

Darrell T. Tiffany

Acting Administrator, Indian Education Resources Center

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EVALUATION OF INDIAN ADMINISTRATOR PROGRAM
January 1975

Dear Program Participant:

At the request of the Bureau of Indian Affairs Central Office, Albuquerque, New Mexico, an evaluation of the American Indian Administrator Training Programs at Harvard, Penn State, and the University of Minnesota is now getting underway. As a part of this activity, we are asking current and past participants in the program to complete the questionnaire enclosed and return it to us as soon as possible.

In the evaluation process, the questionnaire will contribute a major portion of the data we are seeking to determine the program effectiveness. In addition to the survey, Ms. Della Warrior and I will conduct site visits to each program to interview the students, directors, and the university officials who have a working relationship with the Administration Programs. Plans are also progressing toward a survey among Indian people at the community level, Indian organizations, and tribal leaders who would have some knowledge about the programs and their impact on Indian education.

Ms. Warrior and I visited the Harvard program recently on the first leg of the evaluation and found the students very expressive of their feelings about the program. We feel the student's response will make up the greater part of our evaluation.

Eugene Leitka

Eugene Leitka
Education Specialist
Evaluation, Research, and Development
Indian Education Resources Center
P. O. Box 1788
Albuquerque, New Mexico 87103
(505) 766-3314

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE INDIAN AMERICANS

PROGRAM PARTICIPANT QUESTIONNAIRE

Biographical Information Section

INSTITUTION: University of Minnesota _____ SEX: Female _____
Harvard University _____ Male _____
Penn State University _____

TRIBAL AFFILIATION: _____ BLOOD QUANTUM: _____

AGE GROUP: 20-30 _____ 31-40 _____ 41-30 _____ Over 50 _____

LEVEL OF PROGRAM ENTERED: Master's Degree _____
Specialist's Degree _____
Doctorate Degree _____

IF YOU WERE RAISED ON A RESERVATION, PLEASE SPECIFY: _____

IF NOT, PLEASE SPECIFY: City _____ State _____

MY PRESENT STATUS:

_____ (a) Expect to graduate (year)
_____ (b) Have graduated (year)
_____ (c) Have completed all requirements
_____ (d) Full-time student on campus
_____ (e) Part-time student on campus
_____ (f) Have left program to accept a position without completing program.
_____ (g) Have completed all course work and continuing work on Thesis or Dissertation.
_____ (h) Continuing at another institution

(1) What year did you enter the program? _____

(2) What degree/degrees did you receive?

_____ Masters (Ed.M. & M.A.)
_____ Certificate of Advanced Study (C.A.S.)
_____ Ed.D.
_____ Ph.D.
_____ Other

(3) What year did you complete it? _____

(4) How many years did you receive financial support from the Educational Administration Program? _____

(5) Did you receive income from any source other than the Ed. Ad. Program while pursuing advanced degrees? _____ Yes _____ No

If yes, please specify source: _____ loans
_____ grant
_____ scholarship
_____ fellowship
_____ employment
_____ BIA (D.I.510)
_____ Other

(6) If you elected to pursue further graduate work, what degree are you selecting now?

_____ Masters
_____ C.A.S.
_____ Ed.D.
_____ Ph.D.
_____ Other

(7) If you are working on a degree beyond the Masters level are you still receiving funding support from the original Educational Administrative Program? _____ Yes _____ No

(8) If no, where is your present financial support coming from for you to continue graduate work?

_____

_____

_____

(9) I have been/or was able to maintain personal involvement in Indian affairs at a:

_____ Low Degree
_____ Moderate Degree
_____ High Degree

(10) The Administrative Training I have received has been:

_____ Inadequate
_____ Fair
_____ Good
_____ Excellent

(11) I feel I am well prepared to assume an administrative position in some capacity:

_____ in my own Tribe
_____ in any Tribe
_____ within a non-Indian society
_____ in all of the above

(12) The Educational Administrative Training Program should be:

_____ continued as is
_____ continued with some improvements
_____ continued at another institution
_____ discontinued

COMMENTS: _____

(13) Immediately before entering the Educational Administrative Program, I was:

_____ (a) classroom teacher
_____ (b) educational specialist
_____ (c) principal
_____ (d) program administrator
_____ (e) project director
_____ (f) school superintendent
_____ (g) student
_____ (h) unemployed
_____ (i) other, specify: _____

(14) After completion of the program, I would prefer/or preferred to:

_____ (a) do the same thing I was doing
_____ (b) become a school administrator
_____ (c) conduct educational research
_____ (d) teach in a college
_____ (e) become an education specialist
_____ (f) assume a leadership role in my tribe
_____ (g) work for my tribe in some capacity
_____ (h) not sure
_____ (i) other, specify: _____

(15) I received my BA or BS Degree in:

_____ Before 1960
_____ 1961 - 1965
_____ 1966 - 1967
_____ 1968 - 1969
_____ 1970
_____ 1971
_____ 1972
_____ 1973

(16) Please specify the number of years and at what level you have worked professionally in the field of education: Level _____

_____ (a) 1 - 3 years
_____ (b) 4 - 7 years
_____ (c) 8 - 11 years
_____ (d) 12 - 15 years
_____ (e) 16 - 20 years
_____ (f) over 20 years

(17) Before entering the Administrative Program, my annual salary was:

_____ (a) Over $20,000
_____ (b) $17,000 - $19,000
_____ (c) $14,000 - $16,000
_____ (d) $11,000 - $13,000
_____ (e) Less than $10,000
_____ (f) Unemployed

(18) When I leave/left the Administrative Program, I expect to/or now earn an annual salary of approximately:

_____ (a) Over $20,000
_____ (b) $17,000 - $19,000
_____ (c) $14,000 - $16,000
_____ (d) $11,000 - $13,000
_____ (e) Less than $10,000
_____ (f) Remain unemployed

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(19) I have _____ have not _____ completed the program and an presently employed at a higher salaried position than I was before coming to the program.

(20) Please list type of position presently held and whether this position carries greater responsibilities and decision-making authority than your previous position before the training program.

Position: _____
Responsibilities and Decision-Making Authority:

_____ About the same
_____ Increased
_____ Decreased

(21) Majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program.

_____ (a) Strongly Agree
_____ (b) Agree
_____ (c) Disagree
_____ (d) Strongly Disagree
_____ (e) Undecided

(22) I became a participant in the program because of the following:

_____ (a) recommended by Tribal leader, Indian organization, etc.
_____ (b) project recruitment efforts
_____ (c) a friend
_____ (d) heard of the program through government agency, ie. B.I.A., O.E.
_____ (e) other _____

(23) What did you expect to gain from the leadership program? _____
_____
_____

(24) To what extent were your expectations met?

_____ (a) Not at all
_____ (b) Minimally
_____ (c) Generally
_____ (d) Definitely
_____ (e) Very Definitely

(25) I believe the main strengths of the program are: _____
_____
_____
_____

(26) I believe the main weaknesses of the program are: _____
_____
_____
_____

Interview Questions

The answers to the following questions will be those of the persons being interviewed and will consist only of their opinions about the Indian Administrator Training Program. The answers should be based on their knowledge about the program either through their experience with the program or their knowledge about it.

---

1. In your opinion, has the program been successful in fulfilling its objectives? Why? How?

2. What are the objectives of the program? Have they changed any since the program inception?

3. Has the program developed the potential administrator qualities of the participants?

4. Has the program's cost per pupil been feasible?

5. What is your opinion about the quality of course offerings to the Indian participants?

   _____ Excellent
   _____ Good
   _____ Fair
   _____ Below Average
   _____ Poor

6. If you had to place the Indian graduates on a leadership scale with other graduates of this school (in the same field) where would the majority of them fit? i.e., excellent, mediocre, etc.

7. Have you had to lower university admission standards for any of the Indian applicants? If yes, has it been productive to do so?

8. Is the academic work they produce up to par with other students? Would the general faculty have the same response?

9. Are any of the degree requirements lowered or "watered down" for these students?

10. Do you feel good about the program or ambivalent?

11. Can you describe some good things about the program? Negative things?

12. Do you consider the program an asset to the university? In what way? If not, why?

13. In what ways did the university give support to the program other than accepting it to the campus?

14. Do you feel the program is important to the institution? Why?

15. Does the university give the program equal status to those of other graduate programs in the regular college curricula?

16. Has the university assisted in placing the participants on jobs after they have completed the program?

17. What are some particular problems of the program?

18. Do you have any suggestions as to what needs to be done to improve the program so that a better trained Indian Administrator would emerge from future programs, if it should continue?

19. Do you feel there is a continued need for this type of program? Any documentation?

20. What other "Indian" programs does the university have? How many of these are federally funded?

21. How much financial support is the university contributing toward the program? Are there plans to increase/decrease the support?

22. If the Bureau decided not to continue funding the program, what would the university response be?

23. What do you think the extent of the university commitment to this program is?

24. Has the university researched any of the following items regarding what happens to students who complete the program?

    (a) Are they gaining advancement professionally?

    (b) Are they getting higher salaried jobs?

    (c) What kind of professional contributions are they making?

    (d) Do their positions reflect a high level of decision-making and responsibility?

25. Have you had any feedback from the Indian "community" that would indicate positive/negative response to the program?

0210

STUDENT INTERVIEW

1. What are the objectives of the program?

2. Do you feel the program has developed the potential administrator qualities of the participants?

3. What is your opinion about the quality and relevancy of course offerings to the Indian participants?

_____Excellent
_____Good
_____Fair
_____Below Average
_____Poor

4. In what ways does the University give support to the program other than accepting it to the campus?

5. Do you feel the program is important to the institution? Why?

6. Does the University give the program equal status to those of other graduate programs in the regular college curricula?

7. Has the University assisted in placing the participants on jobs after they have completed the program?

8. Do you have any suggestions as to what needs to be done to improve the program so that a better trained Indian Administrator would emerge from the future program, if it should continue?

9. How much financial support is the University contributing toward the program. Are there plans to decrease/increase this support?

10. If the Bureau decided not to continue funding the program, what would the University response be?

11. What do you think the extent of the University commitment to this program is?

12. Do you know of other programs that do a good job in training Indian people for administrative positions?

13. Do you believe or think this type of program is needed by the Indian people?

14. If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?

15. Are there other members in the community that could benefit from such a program?

16. Do you feel that educational programs designed for groups of Indian people are more successful than educational training received on an individual basis?

17. Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?

18. Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?

19. Do you have any other comments regarding the program?

APPENDIX C

COMMUNITY SURVEY QUESTIONNAIRE

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE AMERICANS

COMMUNITY OPINIONNAIRE

Introduction

The Indian Education Resources Center of Albuquerque, New Mexico, evaluated the effectiveness of the Indian School Administrator Training Program at the Universities of Minnesota, Harvard and Pennsylvania State. These programs were designed to prepare Indian people for administrative jobs in Indian schools or schools with substantial Indian children enrolled and other administrative positions. The programs are now in their fourth year of operation at the institutions named above. As a part of the evaluation process, information about them was obtained from various Indian organizations, Tribes, school boards, and any other groups that had any relationship with the program, or if any individuals responding had had any relatives, friends or anyone they knew that participated in the program. Persons or officials of groups and tribes were asked to complete a short questionnaire and mail it back in an enclosed self-addressed envelope. Names of respondents were not necessary. The evaluators were interested in the information about the program only. The information provided became a valuable part of the total evaluation of the effectiveness of the program.

Population

A total of 415 questionnaires were sent out to perspective sample population and a total of 99 or 24% were returned. Cut off date was

set for April 4, 1975. It is very possible that the percentage of returns could have been higher. The sample population then can be considered to be the 99 responses received. Indian Organization officials were the majority in the responses. Tribal leaders and parents were next highest in numbers respectively. A large number of respondents declined to identify themselves with any group.

INDIAN ADMINISTRATOR TRAINING PROGRAM
AT
HARVARD, PENN STATE, AND UNIVERSITY OF MINNESOTA

COMMUNITY OPINIONNAIRE

N = 99 Total Surveyed: 415 Total Response: 99 or 24%

Findings

Parent	19	14.4%	School Board Member	4	3.0%
Tribal Leader	23	17.4%	Federal Employee	10	7.6%
Indian Organization	48	36.4%	Other	28	21.2%

	Yes	No	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2

Over half of the persons answering the survey questionnaire knew about the Indian Administrator Program at the three institutions.

	Yes	No	NR
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23

Approximately 50% of the respondents thought there were other programs that did a good job of training Indian people for education administration, while 23% declined to answer the item. The next question shows that most of the respondents did not know of other Federal programs that provided similar type of training.

	Yes	No	NR
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7

Majority of those responding said they knew of no other Federal programs that trained Indians in similar type of profession.

	Yes	No	NR
Do you believe or think this type of program is needed by the Indian people?	85	3	11

This item drew the largest number of response in the positive category. Eighty-five percent of those responding thought this type of program was needed by the Indian people.

	Yes	No	NR
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24

This item shows that over half of those responding knew or had known some person that had taken the training program and had made worthwhile educational contribution to some community. Twenty-four declined to answer the item while 20 answered negatively.

	Yes	No	NR
Are there any other members in the community that could benefit from such a program?	79	4	16

Apparently, many or most of the persons responding felt members in their community could and would like to participate in a program such as those at Penn State, Harvard, and Minnesota.

	Yes	No	NR
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14

Most of those responding thought Indian people had a better chance at success by training in groups as opposed to pursuing similar kind of training on individual basis. This also reflects some of the student's thinking on the matter. Some of the students felt they definitely had a better chance of

succeeding if they remained with a group and continued throughout a training program.

	Yes	No	NR
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9

Reportedly, many Area scholarship programs place a lower priority on making grants available to graduate students. Apparently, majority of those responding feel that advance degree students should have equal eligibility status with undergraduate students.

	Yes	No	NR
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9

Majority of those answering the questionnaire thought the scholarship money should not be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State, and the University of Minnesota. Additional comments by the respondents also suggested that BIA set aside a special funding for such programs rather than rake off the top of the regular higher education allocation.

	Yes	No	NR
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

A little over 50% of those responding either declined to answer this question or felt the tribes didn't know enough about the programs. Many comments reflected the fact that many persons did not know about the programs to admit whether the tribes in general gave support to the program. The student interviews were

no different. They were not certain whether tribes or trilal officials, in general, knew about the programs. Students felt that if the tribes did know about them, they would be supportative of all three programs.

PERCENTAGE

12.7	Parent
15.3	Tribal Leader
32.0	Indian Organization
12.0	Educational Committee Member
2.7	School Board Member
6.7	Federal Employee (O.E., B.I.A.)
18.7	Other
100.0%	N = 132

	YES	NO	NR
1.	56.6	41.4	2.0
2.	48.5	28.3	23.2
3.	35.4	57.6	7.1
4.	85.9	3.0	11.1
5.	55.6	20.2	24.2
6.	79.8	4.0	16.2
7.	60.6	25.3	14.1
8.	69.7	21.2	9.1
9.	34.3	56.6	9.1
10.	46.5	27.3	26.3

100.0%

N = 99

Please indicate which of the following categories you may be identified with:

_____ Parent	_____ School Board Member
_____ Tribal Leader	_____ Federal Employee (O.E., B.I.A.)
_____ Indian Organization	_____ Other
_____ Educational Committee Member	

CHECK ONE ONLY

	YES	NO	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7
Do you believe or think this type of program is needed by the Indian people?	85	3	11
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24
Are there any other members in the community that could benefit from such a program?	79	4	16
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

TRIBAL AFFILIATION

Sac-Fox	4	Alaska Native	1
Sioux	5	Santee Sioux	1
Chippewa	5	Ojibwa	1
Seminole	4	Munsee	1
Cherokee	3	Ottawa	1
Rappahannock	3	Blackfeet	1
Comanche	2	Hidatsa-Ft. Berthold	2
Rosebud Sioux	2	Crow	1
Powhatan	2	Susquehanna	1
Creek	2	Hupa	1
Choctaw	2	Kootensi	1
Oglala Sioux	2	Arapaho	1
Apache	2	Suquamish	1
Navajo	2	Osage	1
Crow Creek Sioux	1	Mescalero	1
Seneca	1	Paiutes-Washoes-Shoshones	1
Lumbee	1	Bay Minnesota Chippewa	1
Lac Courte Oreilles	1	Pawnee	1
Northern Cheyenne	1	Minnesota Chippewa-Leech Lake	1
Not Given	34	TOTAL:	65

0222

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE NEW MEXICO 87103

IN REPLY REFER TO:
Evaluation, Research and Development

EVALUATION OF INDIAN ADMINISTRATOR PROGRAM
January 1975

Dear Community Member:

An evaluation of the American Indian Administrator Training Programs at Harvard, Penn State, and the University of Minnesota has been underway and as a part of this activity, we are asking people at the community level to complete the questionnaire enclosed and return it to us as soon as possible.

In the evaluation process, the questionnaire will contribute a major portion of the data we are seeking to determine the program effectiveness. In addition to the survey, site visits are being conducted to each program to interview the students, directors, and the university officials who have a working relationship with the Administrator Program. This part of the evaluation is a survey among Indian people at the community level, Indian organizations, and tribal leaders who would have some knowledge about the programs and their feelings about the programs' impact on Indian education.

Please complete the one page questionnaire and mail it back in the enclosed envelope as soon as possible.

Your participation is appreciated and will be an important part of the evaluation.

Sincerely yours,

Thomas R. Hopkins

Thomas R. Hopkins
Chief, Division of Evaluation Research, and Development

Approved:

Acting Darrell T. Tiffany

Administrator, Indian Education Resources Center

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

0225

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE AMERICANS

COMMUNITY OPINIONNAIRE

The Indian Education Resources Center of Albuquerque, New Mexico is in the process of evaluating the effects of the Indian School Administrator Training Program at the Universitites of Minnesota, Harvard and Pennsylvania State. This program was designed to prepare Indian people for administrative jobs in Indian schools or schools with substantial Indian children enrolled and other administrative positions. It is now in its fourth year of operation at the institutions named above. If your organization, Tribe, school board, or any other groups have had any relationship with the program, or if you have had any relatives, friends or anyone you know that participated in the program, please complete the short questionnaire attached and mail it back in the enclosed self-addressed envelope. Name of respondent is not necessary. All we are interested in is the information about the program. The information you provide will help to evaluate the effectiveness of the program.

Tribal Affiliation: _____

Please indicate which of the following categories you may be identifed with:

_____ Parent
_____ Tribal Leader
_____ Indian Organization
_____ Educational Committee Member
_____ School Board Member
_____ Federal Employee (O.E., B.I.A.)
_____ Other

CHECK ONE ONLY

	YES	NO
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	_____	_____
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	_____	_____
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	_____	_____
Do you believe or think this type of program is needed by the Indian people?	_____	_____
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	_____	_____
Are there any other members in the community that could benefit from such a program?	_____	_____
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	_____	_____
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	_____	_____
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	_____	_____
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	_____	_____

Other Comments: _____

_____

_____

_____

APPENDIX D

BUDGET DATA

OPERATING COSTS
ITEMIZED BY UNIVERSITIES

Academic Year 1971-73

Harvard	$ 270,593.00
Penn State	188,370.66
Minnesota	263,069.29
Total Academic Year 1971-73	$ 722,032.95

Academic Year 1973-74

Harvard	$ 135,000.00
Penn State	126,094.00
Minnesota	105,338.57
Total Academic Year 1973-74	$ 366,432.57

Academic Year 1974-75

Harvard	$ 151,333.00
Penn State	121,333.00
Minnesota	121,333.00
Total Academic Year 1974-75	$ 393,999.00

GRANTS AWARDED
ITEMIZED BY UNIVERSITIES

Academic Year 1971-72

Harvard	$ 110,774.00
Penn State	87,191.00
Minnesota	134,960.00
Total Academic Year 1971-72	$ 336,925.00

Academic Year 1972-73

Harvard	$ 155,819.00
Penn State	108,996.00
Minnesota	139,732.00
Total Academic Year 1972-73	$ 404,547.00

Academic Year 1973-74

Harvard	$ 135,000.00
Penn State	118,278.00
Minnesota	115,000.00
Total Academic Year 1973-74	$ 368,278.00

Academic Year 1974-75

Harvard	$ 121,333.00
Penn State	121,333.00
Minnesota	121,333.00
Total Academic Year 1974-75	$ 363,999.00

GRANTS AWARDED
ITEMIZED BY FUNDING AGENCIES

Academic Year 1971-72

OE	$ 82,604.00
OEO/ONAP	46,000.00
BIA	208,321.00
Total Academic Year 1971-72	$ 336,925.00

Academic Year 1972-73

OE	$ 94,732.00
OEO/ONAP	45,000.00
BIA	264,815.00
Total Academic Year 1972-73	$ 404,547.00

Academic Year 1973-74

OE	$ 75,000.00
OEO/ONAP	28,280.00
BIA	264,998.00
Total Academic Year 1973-74	$ 368,278.00

Academic Year 1974-75

OE	$ 99,000.00
OEO/ONAP	
BIA	264,999.00
Total Academic Year 1974-75	$ 363,999.00

PENN STATE UNIVERSITY
GENERAL JOURNAL

Note: No reversing entries

1973			
Jun 30	Grants awarded for fiscal years 1971 and 1972	196,187.00	
	Operating Liabilities (fiscal years 71 and 72)		188,370.66
	Ending Balance for fiscal year 1972		7,816.34
1974			
Aug 30	Ending Balance fiscal year 1972 (Approved for use in fiscal year 1973)	7,816.00	
	Grant awarded for fiscal year 1973	118,278.00	
	Operating Liabilities (fiscal year 1973)		126,094.00

UNIVERSITY OF MINNESOTA
GENERAL JOURNAL

Note: No reversing entries

1973			
Jun 30	Grants awarded for fiscal years 1971 and 1972	274,692.00	
	Operating Liabilities (fiscal years 71 and 72)		263,069.29
	Ending Balance for fiscal year 1972		11,622.71
30	Ending Balance for fiscal year 1972	11,622.71	
	Cumulative Balance (Carry-over)		11,622.71
1974			
Jun 30	Grants awarded for fiscal year 1973	115,000.00	
	Operating Liabilities (fiscal year 1973)		105,338.57
	Ending Balance for fiscal year 1973		9,661.43
30	Ending Balance for fiscal year 1973	9,661.43	
	Cumulative Balance (Carry-over)		9,661.43

HARVARD UNIVERSITY

Consistent figures not available for Harvard.

OPERATING COST SUMMARY
1971-1975
TABLE I

	1971-73 (Cum.)	1973-74	1974-75 (Budget)	4-Year Total
Tuition Costs				
Harvard	65,589.00	36,060.00	60,500.00	162,149.00
Penn State	50,403.00	28,700.00	18,720.00	98,823.00
Minnesota	20,690.00	8,447.50	7,830.00	36,967.50
Student Stipend				
Harvard	88,175.00	37,700.00	56,500.00	182,375.00
Penn State	21,822.85	28,275.00	25,350.00	75,447.85
Minnesota	91,718.43	34,845.00	40,000.00	166,563.43
Dependent Stipend				
Harvard	27,460.00	8,540.00	6,900.00	42,900.00
Penn State	4,420.33	5,280.00	10,920.00	20,620.33
Minnesota	51,844.71	19,477.50	25,200.00	96,522.21
Administrative Costs				
Harvard	42,394.78	25,095.00	7,915.00	75,404.78
Penn State	55,882.98	36,242.00	36,726.00	128,850.98
Minnesota	68,339.61	32,217.65	30,052.00	130,609.26
Indirect Costs				
Harvard	20,044.00	10,000.00	11,185.00	41,229.00
Penn State	13,953.38	7,025.00	8,987.00	29,965.38
Minnesota	19,486.62	7,802.86	8,987.00	36,276.48
Total Operating Costs				
Harvard	270,593.00	135,000.00	151,000.00	556,593.00
Penn State	188,370.66	126,094.00	121,333.00	435,797.66
Minnesota	263,069.29	105,338.57	121,333.00	489,740.86

0231

INDIAN ADMINISTRATOR TRAINING PROGRAM
HARVARD-PENN STATE-MINNESOTA
1970-1975

TABLE II

	Total Number of Participants 1970-1975	Degrees Received		Percent of Completion	Median Age Approx.
		Masters	Doctorate		
Harvard	47	32	1	70.2%	30
Penn State	64	39	2	64.1%	33
Minnesota	48	17	4	44.0%	32
TOTAL:	159	88	7	59.7%	31.2 (average age)

GRANTS AWARDED
(Academic Year)

	1971-72	1972-73	1973-74	1974-75	Total
Harvard	$114,774.00	$155,819.00	$135,000.00	$121,333.00	$ 526.926.00
Penn State	87,191.00	108,996.00	118,278.00	121,333.00	435,798.00
Minnesota	134,960.00	137,732.00	115,000.00	121,333.00	511,025.00
TOTAL:	$336,925.00	$404,547.00	$368,278.00	$363,999.00	$1,473,749.00

GRANTS AWARDED BY AGENCIES
(Academic Year)

	1971-72	1972-73	1973-74	1974-75	Total
O.E.	$ 82,604.00	$ 94,732.00	$ 75,000.00	$ 99,000.00	$ 351,336.00
O.E./ONAP	46,000.00	45,000.00	28,280.00		119,280.00
BIA	208,321.00	264,815.00	264,998.00	264,999.00	1,003,133.00
TOTAL:	$336,925.00	$404,547.00	$368,278.00	$363,999.00	$1,473,749.00

TABLE III

OVERALL AVERAGE

Cost Per Student

	1972-73	1973-74	1974-75
Harvard	$ 9,664.00	$12,272.00	$10.066.00
Penn State	6,076.00	9,699.00	11,030.00
Minnesota	8,768.00	8,102.00	11,030.00

Average BIA Cost Per Student

	1972-73	1973-74	1974-75
Harvard	$ 6,758.00	$ 9,138.00	$ 5,888.00
Penn State	4,088.00	6,286.00	8,030.00
Minnesota	5,238.00	6,365.00	8,030.00

In examining the cost per student at the three institutions, it must be taken into consideration that all student related costs are figured into the tables shown above. In comparing average cost per student, we find that the American Indian Scholarship Program, Albuquerque, New Mexico, which primarily funds Indian graduate students, grants an average of $4,000.00 per student while the Indian Law Program, also of Albuquerque (UNM), averages approximately $5,600.00 per student. The BIA Area scholarship grants computed for married students, which corresponds with that of a graduate student, averages approximately $3,500.00 per year. A brief examination of private foundations offering scholarships to graduates, shows an increase in the dollar amount to an average of from $8,000.00 to $9,000.00 per year for academic year 1974-75.